

MONTANA
STRIVING READERS PROJECT
Year 2 Evaluation Report
(September 2012 thru May 2013)

November 2013

Montana Striving Readers Project

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(September 2012 thru May 2013)

Angela Roccograndi

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About Education Northwest

Founded as a nonprofit corporation in 1966, Education Northwest builds capacity in schools, families, and communities through applied research and development.

This external evaluation of the Montana Striving Readers Project was conducted at the request of the Montana Office of Public Instruction. The author has extensive experience evaluating education programs, including other initiatives for early childhood, elementary, and secondary literacy.

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Executive Summary

How can schools and districts best support the development of young people's literacy, from birth through the end of high school? That was the question that drove the creation of the Montana Literacy Plan (MLP) in late 2010. The next year, Montana was one of only six states to win a competitive federal Striving Readers grant to fund the implementation of that plan.

Using those funds, the Montana Office of Public Instruction (OPI) implemented the Montana Striving Readers Project (MSRP) in 43 schools and pre-kindergarten centers across the state. These schools and centers received subgrants to develop and implement a comprehensive literacy plan based on the MLP. Schools and centers began their work in January 2012. During the 2012–2013 school year, at least 10,150 students and 850 teachers and staff members benefited from the MSRP. This year's evaluation reports on what the state provided for schools, what schools did, and examines any impact on student learning.

State-provided Support

OPI provided support to schools and centers implementing the MSRP in several ways. It recently revised the MLP to include systematic processes such as self-assessment, action planning, and a continuous improvement cycle. These processes allow school- and center-based leadership teams to assess their literacy system, develop a plan to improve it, and then measure progress and growth in that endeavor, over time. The MLP focuses on seven areas—Leadership, Instruction and Interventions, Assessment and Data-based Decision Making, Professional Development, Community and Family Involvement, Standards, and System-wide Commitment.

OPI provided leadership teams with professional development and technical assistance around these seven areas throughout the year. Training was provided by OPI staff members and a team of consultants made up of literacy experts from around the nation. School staff members participated in required statewide meetings and site-based visits from these same trainers. At the meetings, leadership teams received professional development and, with the help of the trainers, they developed plans for bringing the professional development back to their site. During site visits, trainers worked with the leadership team and teachers and aides to implement the plan. Nearly all MSRP school staff members reported participating in professional development this year. Most agreed it had the characteristics of effective professional development—that is, that it was ongoing, student-focused, and of high quality and sufficient quantity.

Site-based Work

Each MSRP-funded school has a leadership team charged with developing and overseeing implementation of a comprehensive literacy plan. Teams collect, analyze, and use data from a variety of sources, such as student reading assessments, principal observations of teachers instructing students, and the MLP self-assessment, to set goals and measure progress.

During their implementation of the MSRP, school staff members reported the most growth in five of the seven areas—Leadership, Instruction and Interventions, Assessment and Data-based Decision Making, Professional Development, and System-wide Commitment. Less growth was reportedly made in the areas of Community and Family Involvement, and Standards. These findings were especially true at the pre-kindergarten and elementary school levels.

MSRP schools have many strengths. These include widespread support for the MSRP program and literacy-focused professional development at the school and district levels. Teachers and aides reported using evidence-based literacy programs and providing literacy support to students in language arts classes as well as content area classes, such as science, social studies, and mathematics. Staff members agreed their schools had systems in place for administering and collecting assessments and analyzing, distributing, and using student assessment data. These systems included supports for all students—those reading, writing, and communicating at proficient levels and those that needed additional support to do so. Furthermore, many teachers also reported providing additional support to students struggling in those same areas. Finally, pre-kindergarten staff members almost universally agreed they provided supports to children and families as they transitioned into the K-12 education system. Many also established partnerships with community organizations to support literacy outside the school day.

Challenges exist. While school and center staff members received professional development, some felt they needed more time to work with their colleagues to plan and make changes in the classroom. While many teachers indicated providing additional support to struggling students, not all students received such support, nor did all teachers and aides feel as though they had the resources they needed to do so effectively. Although not a strong focal area for professional development during Year 2, some staff members reported needing additional time to align their curriculum to the Montana Early Learning Guidelines (MELG) or the new Montana Common Core Standards for English Language Arts (MCCS). While many elementary, middle, and high school staff members agreed they supported students and families in their transitions from elementary to middle, middle to high, and high to post-secondary settings, these supports were not as universal as at the pre-kindergarten level. Partnerships with community and private/public sector entities to support literacy were not as commonplace either. Finally, communication from leadership team members to the broader staff and community was a challenge.

Student Impacts

The ultimate goals of all the work at the state and school level are to

- Raise student achievement in reading for all students and students in lower-performing subgroups
- Decrease the percentage of students dropping out of high school, while increasing the percentage of students graduating

Student-level outcomes do not consistently reflect the changes in practice occurring at the MSRP schools.

On most MSRP assessments, students made gains in the percentage of students performing proficiently.

- Elementary school students made consistent gains across all MSRP assessments. Within-year gains were evidenced on the *Istation Indicators of Progress (ISIP)/Dynamic Indicators of Basic Literacy Skills (DIBELS)* and across-year gains were evidenced on the ISIP/DIBELS and the state reading assessment, the MontCAS (+14, +9, and +2, respectively).
- Middle/high school students made gains many, but not all, assessments from one administration to the next. In spring, a larger percentage of students scored proficient on the ISIP/DIBELS than did in fall (+5) and significant gains were made in writing from fall to spring (+0.2). Across years, a smaller proportion of middle/high school students scored proficient on the ISIP/DIBELS (-2), there was no change in mean writing scores, but average college readiness scores (as measured by the ACT) increased from 2011 to 2012 (+2.9). While a smaller proportion of middle school students scored proficient on the MontCAS in 2013 compared to 2012 (-8), a larger proportion of high school students did (+3).
- Pre-kindergarten students also had mixed success. While 64 percent made significant gains in their oral language skills from fall 2012 to spring 2013, these gains were not enough to keep them proficient, as proficiency standards changed over that same time period. As a result, a significantly smaller percentage of pre-kindergarten students were proficient on their reading assessment in spring compared to fall (-14). However, from spring 2012 to spring 2013 a larger proportion of pre-kindergarten students were proficient (+2). It is important to note that OPI and MSRP preschool center staff members question the validity of the ISIP for preschool children.

From spring 2012 to spring 2013, most subgroups of students experienced improved student performance. This was especially true for economically disadvantaged students and American Indian students. Students eligible for special education services and LEP students had more variable success.

While dropout rates were declining and graduation rates were increasing across the state, only one MSRP high school experienced declining dropout rates, and one-half of the high schools experienced increasing graduation rates.

Contents

Chapter One Introduction.....	1
Striving Readers Comprehensive Literacy Program.....	1
Montana Striving Readers Project.....	1
Evaluation and Methods	2
Chapter 2 MSRP Implementation.....	15
Project-level Implementation.....	15
On-site Implementation.....	18
Summary.....	40
Chapter 3 Student Outcomes	43
Within-Year Student Assessment Analyses	43
Across-Year Student Assessment Analyses.....	50
Subgroup Analyses	55
Dropout and Graduation Rates	61
Government Performance and Results Act (GPRA) Indicators.....	61
Summary.....	62
Chapter 4 Summary and Recommendations	64
Appendix.....	69

List of Figures

Figure 2-1	Staff Members' Perceptions of How Their School Supports Effective Literacy Leadership.....	21
Figure 2-2	Staff Members' Perceptions of How Their School Supports Effective Literacy Instruction and Interventions.....	23
Figure 2-3	Staff Members' Perceptions of How Their School Uses Assessments and Data to Make Literacy Decisions.....	26
Figure 2-4	Percentage of Teachers Using Data at Least Every Other Week	28
Figure 2-5	Staff Members' Perceptions on How Their School Provides Professional Development to Support Literacy Instruction	30
Figure 2-6	Staff Members' Perceptions of How Their School Involves Community and Family Members to Support Literacy.....	36
Figure 2-7	Staff Members' Perceptions of How Their School Understands and Uses Standards to Support Literacy.....	38
Figure 2-8	Staff Members' Perceptions of How Their School Has Made a System-wide Commitment to Support Literacy	39
Figure 3-1	Percentage of All MSRP Students in ISIP/DIBELS Categories, Fall 2012 and Spring 2013.....	44
Figure 3-2	Percentage of Pre-kindergarten MSRP Students in ISIP/DIBELS Categories, Fall 2012 and Spring 2013.....	45
Figure 3-3	Percentage of Elementary School MSRP Students in ISIP/DIBELS Categories, Fall 2012 and Spring 2013.....	46
Figure 3-4	Percentage of Middle/High School MSRP Students in ISIP/DIBELS Assessment Categories, Fall 2012 and Spring 2013	47
Figure 3-5	Percentage of Students Scoring in the Advanced/Tier Category on ISIP/DIBELS, Winter 2012-Spring 2013	51
Figure 3-6	Median Percentage of Students Proficient or Advanced on the MontCAS Spring 2007 to Spring 2012, Overall and by School Level.....	53

List of Tables

Table 1-1	MSRP Students included in GPRA Analyses.....	5
Table 1-2	Number of Students Participating in Assessments, Fall 2012 and Spring 2013, by School, Grade Level, and Type	6
Table 1-3	Survey Response Rates, by School.....	8
Table 1-4	Demographics of MSRP Students.....	10
Table 1-5	MSRP Student Participation, by District, School, and School Level.....	11
Table 1-6	Demographics of MSRP Staff Members.....	13
Table 2-1	Classroom Observations using iWalkthrough.....	20
Table 2-2	Percentage of Teachers and Aides Who Agree that Their School Has the Program Resources They Need.....	23
Table 2-3	Minimum Number of Minutes per Week That Teachers Spend in Instruction, Overall and by School Level.....	24
Table 2-4	School Data Systems.....	27
Table 2-5	Percentage of Teachers Using Data	27
Table 2-6	Staff Members' Perceptions of Professional Development	31
Table 2-7	Participation in, and Request for, Professional Development Topics	32
Table 2-8	Staff Members' Reports of Family Involvement.....	37
Table 2-9	Staff Members' Reports of Community Involvement.....	37
Table 3-1	MY Access! Mean Score, Spring 2013 Overall and by Grade	48
Table 3-2	2012 Mean ACT Scores.....	49
Table 3-3	MY Access! Mean Holistic Score, Spring 2012 and Spring 2013 Overall and by Grade	52
Table 3-4	Mean ACT Scores Students in MSRP Districts	52
Table 3-5	Median Percentage of Students Proficient/Advanced on MontCAS, by Grade and Year.....	54
Table 3-6	Percentage of Students in Tier 1/Advanced Category on ISIP/DIBELS	56
Table 3-7	Mean Holistic Score on MY Access! Writing.....	57
Table 3-8	Mean Composite Score on ACT	57
Table 3-9	Median Percentage of Students At Least Proficient on MontCAS, by Subgroup and School Level.....	59

Table 3-10	Median Percentage of Students At Least Proficient on MontCAS, by Subgroup and Grade	60
Table 3-11	State and MSRP Dropout and Graduation Rates	61
Table 3-12	MSRP GPRA Results	62

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Thank you,
Angela Roccograndi

Chapter One

Introduction

Striving Readers Comprehensive Literacy Program

The Fiscal Year 2010 Consolidated Appropriation Act (Pub. L. No. 111-117) under Title I demonstration authority (Part E, Section 1502) of the Elementary and Secondary Education Act (ESEA) authorized the Striving Readers Comprehensive Literacy program. As part of this program, the United States Department of Education (USDOE) awarded formula grants to states to establish a State Literacy Team. State Literacy Team members, with expertise in literacy development and education for children from birth to grade 12, were charged with developing a comprehensive State Literacy Plan. In October 2010, USDOE awarded these formula grants to 46 states, the District of Columbia, and Puerto Rico. In September 2011, the USDOE further awarded discretionary grants for states to continue developing their State Literacy Plan and implement it among a group of selected Local Education Agencies (LEAs) and early childhood providers. The Montana (MT) Office of Public Instruction (OPI) responded to both request for proposals. OPI received \$150,000 to establish the MT Statewide Literacy Team and the MT Literacy Plan (MLP), and an additional \$7,600,000 to implement the MLP in a group of select schools following a competitive subgrant application process. OPI began implementing the MLP—the Montana Striving Readers Project (MSRP)—in selected schools in January 2012

Montana Striving Readers Project

The Montana Striving Readers Project (MSRP) has five goals:

1. To further develop and implement a MLP that makes provisions for literacy at all age/grade levels, including challenging transitions from pre-kindergarten to elementary, elementary to middle school, and middle school to high school; is aligned to MT Standards for English Language Arts and MT Early Learning Guidelines; involves collaborating with other agencies; and addresses literacy across the content areas.
2. To run a rigorous, competitive subgrant application process, which will select LEAs (district-operated K-12 schools and special education pre-kindergartens) and Head Start programs that have a high capacity to implement comprehensive, effective literacy instruction that meets the needs of disadvantaged children and students.
3. To improve school readiness and success from birth through grade 12 in the area of language and literacy development. For disadvantaged students, the MSRP will set and achieve the following targets:
 - Increase the percentage of participating four-year-olds who achieve significant gains in oral language skills, as identified by the *Istation Indicators of Progress* (ISIP) early reading assessments.

- Increase the percentage of participating fifth-grade, eighth-grade, and high-school students who meet or exceed proficiency on the Montana State English language arts assessment, the MontCAS.
 - Increase the percentage of participating students achieving proficiency in all subgroups, including American Indian, economically disadvantaged, and limited English proficient students (LEP), as well as students with disabilities.
4. To fully implement a data-based, decision-making process to collect, analyze, and use high-quality data in a timely manner to assess the effectiveness of the MLP in meeting the targets in Goal 3, both statewide and at the LEAs and Head Starts.
 5. To decrease the percentage of participating high school students who drop out of high school, and therefore increase the graduation rate at all participating high schools.

Six teams—the OPI Implementation Team, the Instructional Consultant Implementation Team, the On-site Leadership Implementation Team, the OPI Statewide Divisions Team, the MT Statewide Literacy Team, and the MT Statewide Community Partners Team—oversee and implement the MSRP. To achieve its goals, the teams use a three-step process that includes Self-Assessment, aligned to the MLP; action plans that address three phases of implementation (exploring, implementing, and sustaining); and the Continuous School Improvement Process.

Evaluation and Methods

In fall 2013, OPI contracted with Education Northwest to evaluate the second year’s implementation of their discretionary award, the MSRP. The evaluation of Year 2 covers implementation from September 2012 through May 2013. The evaluation focuses on the attainment of MSRP goals. It includes analyses of student assessment data from a variety of sources and the administration of a survey to all teachers, aides, and site administrators in participating schools and early childhood agencies. The following describes the evaluation’s data collection and analytic methods.

Student Assessment Data

MSRP administers multiple assessments which the evaluator then collects and analyzes to measure student progress in reading and writing. These include *Istation’s Indicators of Progress* (ISIP), the *Dynamic Indicators of Basic Early Literacy Skills Next* (DIBELS), *MY Access!* writing, *Montana Comprehensive Assessment System* reading (MontCAS), and the *American College Test* (ACT). Assessments were administered to include as many grade levels in literacy outcome measures as possible. Not all students participate in all assessments.

ISIP and DIBELS. MSRP requires participating schools to assess their pre-kindergarten through grade 10 students using ISIP or DIBELS. Schools are required to use ISIP if they were not using DIBELS prior to their receipt of MSRP funding in winter 2011. Most students were assessed in September 2012 and May 2013 (90% and 99%, respectively). The evaluation bases its analyses of

these assessments' data on each assessment's determination of instructional need¹. These instructional needs are aligned with the MT Response to Intervention (RTI) three-tier framework. Tier 1 students "demonstrate subject proficiency" from core classroom instruction; Tier 2 students receive the core classroom instruction, but also require "strategically targeted instruction" to help them attain proficiency; and Tier 3 students require "intensive targeted instruction" in addition to, or in place of, the core classroom instruction and targeted instruction. In addition to these three levels of instruction and support, the evaluator created a fourth category, "Advanced," based on data from the test publishers. "Advanced" includes students performing at or above the 90th percentile in reading. As both tests result in instructional need determinations, the assessments are combined for these analyses.

ISIP/DIBELS analyses in this report include the calculation of the percentage of students in each of the four instructional categories in fall and spring, and non-parametric tests of movement across these tiers. Only students with fall *and* spring assessment data are included. Students in the pre-kindergarten centers are analyzed together, students in kindergarten through grade 6 are combined in the elementary analyses, and students in grades 7 through 10 are included in the middle/high analyses.

In addition to the within year analyses described above, analyses are also conducted across years (comparing results from spring 2012 to spring 2013). These cross year analyses include all MSRP students at the project level and school level. They also include analyses of changes in the proportion of students in key subgroups (American Indian, economically disadvantaged, and LEP students and students receiving special education services,) in the Tier1/Advanced category on the ISIP across years. One-way Analysis of Variance (ANOVA) is used in cross year analyses.

Finally, Government Performance and Results Act (GPRA) reporting for pre-kindergarten children relied on ISIP data. Six performance measures were calculated: the percentage of participating four-year-old children achieving significant gains in oral language skills 1) overall, 2) for disadvantaged children (LEP children, children with disabilities, American Indian children, and economically disadvantaged children), 3) for LEP children, 4) for children with disabilities, 5) for American Indian children, and 6) for economically disadvantaged children. USDOE provided grantees with Microsoft Excel spreadsheets that produced the reporting requirements after staff members entered raw data. Included in the analyses were 329 children overall. Of these, 268 were categorized as disadvantaged children (belonging to at least one of the following categories), 2 were categorized as LEP children, 48 were categorized as children with disabilities, 44 were categorized as American Indian children, and 245 were categorized as economically disadvantaged children.

MY Access! writing. Participating schools assess their grade 8 and grade 11 students using the *MY Access!* writing assessment. Schools administered the assessment in fall (September 12

¹ DIBELS Recommended Goals were used.

through November 30, 2012) and spring (May 6–31, 2013). The project administered two writing prompts: an informative prompt in grade 8 and a persuasive prompt in grade 11. *MY Access!* writing results include a holistic score and 5 trait scores—Focus and Meaning; Content and Development; Organization; Language Use, Voice, and Style; and Mechanics and Conventions. *MY Access!* provides scores using a six-point rubric, with “6” being the highest. A “6” indicates “very effective;” a “5” is “good”/“strong” for informative and persuasive writing, respectively; a “4” is “adequate;” a “3” is “limited/partial;” a “2” is “minimal/limited;” and a “1” is “inadequate.”

MY Access! writing analyses in this report include the calculation of the mean holistic and trait scores in fall 2012 and spring 2013 for all grade 8 and grade 11 students, combined, and for students by grade. Only students with fall *and* spring assessment data are included. In addition, the evaluation conducted across year analyses, comparing the achievement of all students, and students by grade, in spring 2012 to spring 2013. These across year analyses also include an examination of the achievement of American Indian and economically disadvantaged students.

MontCAS. All Montana schools assess their grade 3 through 8 and grade 10 students using the MontCAS, annually, in the spring. For each MSRP school, evaluators obtained the percentages of students (overall and by subgroup) proficient on the MontCAS from OPI’s GEMS website. Comparisons of the median percentage of students categorized as proficient or advanced, in participating schools, from spring 2011 to spring 2013, are presented, overall and by school and grade level.

GPRA reporting for grade 5, 8 and 10 students relied on MontCAS data. Six performance measures were calculated: the percentage of students scoring at or above proficient in reading 1) overall, 2) for disadvantaged students, 3) for LEP students, 4) for students with disabilities, 5) for American Indian students, and 6) economically disadvantaged students. Table 1-1 reports the number of students included in the analyses, by grade and group.

Table 1-1
MSRP Students included in GPRA Analyses

	Grade 5	Grade 8	Grade 10
All MSRP Students	628	1,126	1,033
LEP Students	74	80	52
Students with Disabilities	60	104	99
Disadvantaged Students	528	762	630
American Indian Students	345	328	293
Economically Disadvantaged Students	506	721	581

ACT. Students in grade 11 planning to enter college following graduation can opt to take the ACT in the fall/winter of their junior year. ACT reports composite scores on a scale of 1 to 36, with 36 being the highest score. The evaluator obtained 2012 ACT data from OPI and calculated mean composite scores. ANOVA was used to determine if significant differences existed between students in MSRP and non-MSRP districts. In addition, the evaluation compared mean composite scores of students in MSRP districts from 2011 and 2012. These cross year analyses also included an examination of the achievement of American Indian students.

Table 1-2 summarizes the number of students included in within year analyses. It includes matched ISIP/DIBELS assessment data (students with assessment data in fall 2012 and spring 2013) collected by the evaluation during Year 2, *MY Access!* writing and ACT data. It shows that the majority of schools used ISIP, compared to DIBELS. It also shows that MSRP middle/high schools also used the *MY Access!* and ACT assessments.

Table 1-2
Number of Students Participating in Assessments, Fall 2012 and Spring 2013, by School, Grade Level, and Type

District	School	Grade Level(s)	Fall 2012 and Spring 2013			April 2013
			DIBELS	ISIP	MY Access!	ACT
Anaconda	Anaconda HS	9-11	0	137	45	67
	WK Dwyer ES	K-2	0	203	0	0
Browning	Bergan ES	K	0	146	0	0
	Browning ES	2-3	0	312	0	0
	Browning HS	9-11	0	201	30	70
	Browning MS	7-8	0	228	68	0
	Napi ES	4-6	0	387	0	0
	Vina Chattin ES	1	0	143	0	0
Butte	East MS (Butte)	7-8	0	601	256	0
	West ES	K-6	0	446	0	0
	Whittier ES	K-6	0	399	0	0
Central Mountain HS	Harlowton PreK	PreK	0	11	0	0
	Lewistown PreK	PreK	0	40	0	0
	Roundup PreK	PreK	0	18	0	0
Charlo	Charlo ES	K-6	0	135	0	0
	Charlo HS	9-11	0	38	25	21
	Charlo MS	7-8	0	39	0	0
Great Falls	Chief Joseph ES	K-6	0	273	0	0
	East MS (GF)	7-8	0	648	268	0
	Great Falls HS	9-11	0	482	201	265
	Great Falls PreK	PreK	0	66	0	0
	Valley View ES	K-6	0	359	0	0
Hardin	Crow Agency ES	K-5	0	250	0	0
	Hardin ES	K-2	0	318	0	0
	Hardin HS	9-11	0	174	40	56
	Hardin IS	3-5	0	289	0	0
	Hardin MS	6-8	0	329	63	0
	Hardin PreK	PreK	0	25	0	0
HRDC	Belgrade PreK	PreK	0	22	0	0
	Bozeman PreK	PreK	0	44	0	0
	Gallatin-Gateway PreK	PreK	0	8	0	0
	Livingston PreK	PreK	0	14	0	0

Table 1-2 (continued)

Number of Students Participating in Assessments, Fall 2012 and Spring 2013, by School, Grade Level, and Type

District	School	Grade Level(s)	Fall 2012 and Spring 2013			April 2013
			DIBELS	ISIP	MY Access!	ACT
Kalispell	Elrod ES	K-2	0	310	0	0
	Russell ES	K-2	0	261	0	0
Libby	Libby ES	K-6	313	236	0	0
	Libby MS	7-8	0	166	32	0
Lone Rock	Lone Rock ES	K-6	203	0	0	0
	Lone Rock MS	7-8	0	86	25	0
RMDC	Rocky Mtn. PreK	PreK	0	133	0	0
Wolf Point	Northside ES	4-6	0	170	0	0
	Southside ES	K-3	0	250	0	0
	Wolf Point HS	9-11	0	83	26	38
	Wolf Point JHS	7-8	0	89	0	0
Total, by test			516	8,514	1,063	517
Total			9,085		1,063	517

Survey

Evaluators administered a PreK-12 School Staff Member Survey in spring 2013 (see Appendix). The survey was developed in 2012 and revised in winter 2013. The survey collects data related to the seven areas addressed in the Self-Assessment: Leadership, Standards, Instruction and Interventions, Assessment and Data-based Decision Making, Professional Development, System-wide Commitment, and Community and Family Involvement. The survey asks school staff members about their opinions related to these areas; their participation in, and need for, professional development; their interactions with their Leadership Team, the OPI Team, and the Instructional Consultant Team; and demographics. Frequency distributions, cross-tabulations, and chi-squares describe these data, as necessary.

In total, 849 MSRP school staff members completed and returned surveys to Education Northwest (Table 1-3). Response rates, by school, varied from 0 to 100 percent (12% and 5%, respectively). Response rates could not be calculated when principals/center directors did not respond to questions about numbers of staff members or return surveys (41%). About one-third of schools had staff member response rates of 75 percent or greater.

Table 1-3
Survey Response Rates, by School

		Total Staff	Staff Members Completing Survey	Response Rate
Anaconda	Anaconda HS	27	17	63%
	WK Dwyer ES	22	19	86%
Browning	Bergan ES	missing	0	0%
	Browning ES	39	33	85%
	Browning HS	missing	18	na
	Browning MS	39	31	79%
	Napi ES	missing	21	na
	Vina Chattin ES	26	22	85%
Butte	East MS (Butte)	58	37	64%
	West ES	29	28	97%
	Whittier ES	26	22	85%
Central Mountain Head Start	Harlowton PreK	11	8	73%
	Lewistown PreK	missing	0	0%
	Roundup PreK	missing	6	na
Charlo	Charlo Schools	30	21	70%
Great Falls	Chief Joseph ES	missing	17	na
	East MS (GF)	missing	59	na
	Great Falls HS	57	0	0%
	Valley View ES	27	23	85%
	Whittier ES	missing	0	0%
Hardin	Crow Agency ES	41	37	90%
	Hardin ES	missing	45	na
	Hardin HS	missing	36	na
	Hardin IS	32	32	100%
	Hardin MS	41	37	90%
	Hardin PreK	missing	9	na
HRDC	Belgrade PreK	missing	5	na
	Bozeman PreK	missing	9	na
	Gallatin-Gateway PreK	missing	2	na
	Livingston PreK	missing	5	na
Kalispell	Elrod ES	31	18	58%
	Russell ES	missing	26	na

Table 1-3 (continued)
Survey Response Rates, by School

		Total Staff	Staff Members Completing Survey	Response Rate
Libby	Libby ES	missing	34	na
	Libby MS	24	18	75%
Lone Rock	Lone Rock ES	37	24	65%
	Lone Rock MS	missing	8	na
RMDC	Rocky Mtn. PreK	missing	17	na
Wolf Point	Northside ES	20	20	100%
	Southside ES	42	41	98%
	Wolf Point HS	missing	27	na
	Wolf Point JHS	missing	0	0%

Participation

Student Demographics. Table 1-4 summarizes the demographic information from ISIP/DIBELS assessment data from Year 2. A total of 9,085 students participated in MSRP schools from September 2012 through May 2013. MSRP students were predominantly White (53%) or American Indian/Alaska Native (American Indian) (38%). Almost two-thirds of students (63%) were designated as economically disadvantaged. LEP students and/or students eligible for special education services accounted for a small share of the population (less than 10% each).

Elementary school students made up the largest group of MSRP students. Three-fifths of MSRP students were in the elementary grades (61%), followed by middle/high school students (35%), and pre-kindergarten students (4%). Pre-kindergarten schools had the highest proportion of students who were White and eligible for special education services. Elementary schools had the highest proportion of American Indian students. Middle/high schools had the lowest proportion of economically disadvantaged students.

Table 1-4
Demographics of MSRP Students

Group	All MSRP Students	PreK	Elementary	Middle/High
All MSRP Students	100% (9,085)	4% (381)	61% (5,554)	35% (3,150)
Race/Ethnicity				
African American	<1% (38)	*	*	*
American Indian/Alaska Native	38% (3,437)	12% (46)	42% (2,347)	33% (1,044)
Asian	<1% (26)	*	*	*
Hispanic/Latino	2% (169)	4% (14)	2% (111)	1% (44)
Native HI/Other Pacific Island	<1% (12)	*	*	*
Two or more races	*	*	*	*
White	53% (4,816)	75% (284)	47% (2,611)	61% (1,921)
Missing ²	7% (586)	7% (25)	8% (435)	4% (126)
English Proficiency Status				
Limited English proficiency	5% (427)	*	4% (225)	6% (200)
English proficient	82% (7,444)	99% (378)	76% (4,241)	90% (2,825)
Missing	13% (1,214)	0% (0)	20% (1,088)	4% (125)
Economic Status				
Economically Disadvantaged	63% (5,699)	69% (261)	66% (3,639)	57% (1,799)
Not Economically Disadvantaged	31% (2,785)	27% (102)	26% (1,455)	39% (1,228)
Missing	7% (601)	5% (18)	8% (460)	4% (123)
Special Education Status				
Eligible for Special Education	9% (806)	16% (59)	8% (428)	10% (319)
Not Eligible for Special Education	86% (7,766)	81% (307)	86% (4,752)	86% (2,707)
Missing	6% (513)	4% (15)	7% (371)	4% (124)

*Number too small to report

Table 1-5 displays MSRP student participation by district, school, and school level. Again, pre-kindergarten children accounted for less than 4 percent, elementary school students comprised about 61 percent, and middle/high school students represented 35 percent of the MSRP population. One-fifth of all MSRP students attended the Great Falls School District (20%); the Browning, Butte, and Hardin school districts each enrolled about 16 percent of MSRP students. Kalispell, Libby, and Wolf Point school districts each enrolled about 7 percent of MSRP students. The pre-kindergarten centers and the Anaconda, Charlo, and Lone Rock school districts accounted for 13 percent of all MSRP students.

² OPI reported a challenge in getting staff members at the pre-kindergarten level to comply with requests to report demographic data. Pre-kindergarten data collection systems maybe not be as well established as those in the K-12 system.

Table 1-5
MSRP Student Participation, by District, School, and School Level

District	School	All MSRP Students	PreK	Elementary	Middle/High
Anaconda	Anaconda HS	137	0	0	137
	WK Dwyer ES	203	0	203	0
		340	0	203	137
Browning	Bergan ES	146	0	146	0
	Browning ES	312	0	312	0
	Browning HS	201	0	0	201
	Browning MS	228	0	0	228
	Napi ES	387	0	387	0
	Vina Chattin ES	143	0	143	0
		1,417	0	988	429
Butte	East MS (Butte)	601	0	0	601
	West ES	446	0	446	0
	Whittier ES	399	0	399	0
		1,446	0	845	601
Central Mtn. HS	Harlowton PreK	11	11	0	0
	Lewistown PreK	40	40	0	0
	Roundup PreK	18	18	0	0
		69	69	0	0
Charlo	Charlo ES	135	0	135	0
	Charlo HS	38	0	0	38
	Charlo MS	39	0	0	39
		212	0	135	77
Great Falls	Chief Joseph ES	273	0	273	0
	East MS (GF)	648	0	0	648
	Great Falls HS	482	0	0	482
	Great Falls PreK	66	66	0	0
	Valley View ES	359	0	359	0
		1,828	0	632	1,130
Hardin	Crow Agency ES	250	0	250	0
	Hardin ES	318	0	318	0
	Hardin HS	174	0	0	174
	Hardin IS	289	0	289	0
	Hardin MS	329	0	126	203
	Hardin PreK	25	25	0	0
		1,385	25	983	377
HRDC	Belgrade	22	22	0	0
	Bozeman	44	44	0	0
	Gallatin-Gateway	8	8	0	0
	Livingston	14	14	0	0
		88	88	0	0
Kalispell	Elrod ES	310	0	310	0
	Russell ES	261	0	261	0
		571	0	571	0

Table 1-5 (continued)
MSRP Student Participation, by District, School, and School Level

District	School	All MSRP Students	PreK	Elementary	Middle/High
Libby	Libby ES	549	0	559	0
	Libby MS	166	0	0	166
		715	0	559	166
Lone Rock	Lone Rock ES	203	0	203	0
	Lone Rock MS	86	0	25	61
		289	0	228	61
RMDC	Rocky Mtn. PreK	133	133	0	0
		133	133	0	0
Wolf Point	Northside ES	170	0	170	0
	Southside ES	250	0	250	0
	Wolf Point HS	83	0	0	83
	Wolf Point JHS	89	0	0	89
		592	0	420	172
Total		9,085 (100%)	381 (4%)	5,554 (61%)	3,150 (35%)

Staff members. Table 1-6 summarizes demographic responses from 849 MSRP school staff members across 36 schools in 13 districts/organizations. About one-quarter of staff members left the demographics section of the survey incomplete. Teachers made up the majority of respondents (53%). They taught in classrooms ranging from pre-kindergarten to grade 12 and across all subject areas. Instructional assistants accounted for 8 percent of the sample, and instructional coaches, specialists, and principals each comprised 2 percent or less of the sample. Only 3 percent of respondents were new to working in education. One-quarter of the sample (24%) had worked in education for 2 to 9 years, 31 percent for 10 to 19 years, and 33 percent had been working in education for 20 or more years.

Table 1-6
Demographics of MSRP Staff Members

	All	Pre-kindergarten	Elementary	Middle/High
All MSRP Staff Members	100% (849)	9% (78)	54% (454)	37% (307)
Grade Level Taught/Supported				
Preschool	9% (76)	85% (66)	2% (8)	<1% (2)
Kindergarten	15% (128)	0% (0)	28% (125)	<1% (3)
Grade 1	16% (134)	0% (0)	29% (132)	<1% (2)
Grade 2	16% (138)	0% (0)	30% (136)	<1% (2)
Grade 3	15% (122)	0% (0)	26% (120)	<1% (2)
Grade 4	14% (119)	0% (0)	26% (117)	<1% (2)
Grade 5	14% (119)	0% (0)	26% (117)	<1% (2)
Grade 6	12% (99)	0% (0)	13% (57)	14% (42)
Grade 7	18% (153)	0% (0)	2% (9)	47% (144)
Grade 8	18% (148)	0% (0)	2% (9)	13% (139)
Grade 9	9% (77)	0% (0)	<1% (2)	24% (75)
Grade 10	9% (79)	0% (0)	<1% (2)	25% (77)
Grade 11	9% (77)	0% (0)	<1% (2)	24% (75)
Grade 12	9% (74)	0% (0)	<1% (2)	23% (72)
Missing	1% (10)			
Subjects Taught				
PreK/Kindergarten readiness	11% (89)	72% (56)	7% (33)	0% (0)
Language Arts	38% (322)	21% (16)	53% (240)	22% (66)
Math	37% (308)	21% (18)	51% (232)	19% (58)
Science	26% (214)	21% (16)	34% (155)	14% (43)
Social Studies	24% (198)	15% (12)	33% (149)	12% (37)
Foreign Language	1% (11)	0% (0)	<1% (4)	2% (7)
Specials (music, art, PE, library)	11% (95)	11% (9)	11% (50)	12% (36)
Other	11% (91)	6% (5)	11% (48)	12% (38)
Does not teach	4% (34)	8% (6)	3% (15)	5% (16)
Missing	28% (241)			
Role				
Certificated teacher	53% (449)	28% (22)	56% (253)	57% (174)
Instructional Asst./para-pro	8% (67)	23% (18)	10% (44)	2% (5)
Instructional coach/facilitator	2% (18)	0% (0)	3% (13)	2% (5)
Specialist (O/PT, SLP, etc.)	1% (11)	<1% (1)	2% (8)	<1% (2)
Principal	2% (20)	<1% (1)	3% (12)	2% (7)
Vice Principal	<1% (6)	0% (0)	0% (0)	2% (6)
Other staff	4% (37)	0% (23)	2% (9)	3% (10)
Missing	28% (241)			

Table 1-6 (continued)
Demographics of MSRP Staff Members

	All MSRP	Pre-kindergarten	Elementary	Middle/High
Years Worked in Education				
1st year	3% (21)	3% (2)	2% (10)	3% (9)
2-4 years	8% (68)	15% (12)	8% (36)	7% (20)
5-9 years	16% (135)	24% (19)	18% (80)	12% (36)
10-14 years	16% (135)	10% (8)	18% (80)	15% (47)
15-19 years	15% (128)	14% (11)	17% (75)	14% (42)
20+ years	33% (280)	21% (16)	32% (145)	39% (119)
Missing	10% (82)			
District/Organization				
Anaconda	4% (33)	0% (0)	4% (16)	6% (17)
Browning	15% (125)	0% (0)	16% (74)	17% (51)
Butte	10% (87)	0% (0)	10% (47)	13% (40)
CMHS/HRDC/RMDC	6% (52)	67% (52)	0% (0)	0% (0)
Charlo	2% (17)	0% (0)	2% (7)	3% (10)
Great Falls	14% (116)	22% (17)	9% (39)	20% (60)
Hardin	23% (195)	11% (9)	25% (113)	24% (73)
Kalispell	5% (44)	0% (0)	10% (44)	0% (0)
Libby	6% (52)	0% (0)	7% (32)	7% (20)
Lone Rock	4% (32)	0% (0)	5% (24)	3% (8)
Wolf Point	10% (86)	0% (0)	13% (58)	9% (28)
Missing	1% (10)			

Chapter 2

MSRP Implementation

The work of implementing MSRP is driven by a number of collaborative teams at the state and local level, each with very specific responsibilities. This chapter uses data from the MSRP PreK-12 School Staff Member Survey and interviews with members of the OPI Team to describe implementation of the MSRP at these two levels. It addresses project-level work including revising the Montana Literacy Plan (MLP), selecting schools using a competitive subgrant process, and providing professional development and technical assistance to Leadership Teams and school staff members. It also focuses on the site-level work, including Leadership Teams implementing the MSRP. Analyses are disaggregated at three school levels as appropriate: pre-kindergarten, elementary school (kindergarten through grade 5), and middle/high school (grades 6 through 12).

Project-level Implementation

The OPI Team leads implementation of the MSRP and coordinates the work of four state-level teams. This report focuses on two of these—the Montana Statewide Literacy Team and the Instructional Consultant Team.

OPI Team

The OPI Team's role in the MSRP is to implement the MLP activities and coordinate all implementation and statewide teams. This included implementing a subgrant selection process for distributing MSRP funds to local education agencies (LEAs); convening the Montana Statewide Literacy Team to review and update the MLP, as necessary; and providing support to Leadership Teams.

Subgrant Application Process. After OPI received MSRP funding in fall 2011, it publicized and implemented a competitive subgrant application process to distribute funds to LEAs. The process included:

- Identifying eligible LEAs
- Distributing eligibility letters and resources (eligibility criteria, list of eligible schools, FAQ) to LEA personnel
- Hosting regional workshops to review the subgrant application and budget development processes
- Training expert grant reviewers
- Establishing systems to evaluate the subgrant applications and finalize choices

According to OPI staff members, the OPI Team followed the plan proposed in the MSRP grant application. OPI staff members reported the subgrant selection process was successful, overall, because LEAs found the application process helped them learn a lot about their schools, what

they had in place, and where they wanted to go. However, implementing the review process itself was challenging. Even with training, and developing explicit rubrics to aid in scoring, reviewers still brought subjectivity to the process. According to OPI staff members, this might have been alleviated by having an on-site review process; but budget constraints did not allow for that.

Coordination of Montana Statewide Literacy Team. The Statewide Literacy Team was initially formed in 2010 and included representatives from across the state with expertise in literacy development and education for children from birth to grade 12. It was charged with developing a comprehensive State Literacy Plan—the MLP. The original MLP guided proposal development for the MSRP grant. In 2011, the OPI Team reconvened the Statewide Literacy Team to revise the MLP. The OPI Team used an iterative process over the next year, including a wiki and email correspondence, providing the Statewide Literacy Team and a consultant with MLP draft language, receiving their feedback, and incorporating suggestions into new versions until a final document was produced.

The revised MLP is the culmination of 12 years of literacy-related school improvement experience from the state’s previous work with Reading Excellence Act, Reading First, Early Reading First, Response to Intervention, and Striving Readers grants. It incorporates processes introduced and refined through these grants (e.g., continuous improvement cycle, action plans, and Continuous Literacy Improvement Self-Assessment) to make it more systematic. The new document is not a standalone document, but rather part of an electronic toolkit that district and school administrators and staff members can access to retrieve continuously updated resources, videos, and how-to’s to implement comprehensive literacy reform to improve literacy achievement at their site. The revised MLP was finalized in November 2012.

Professional Development and Support for Leadership Teams. The OPI Team supported Leadership Teams by providing statewide professional development and site-level technical assistance. The OPI Team convened two meetings during the 2012–2013 school year. These statewide meetings provided a venue for all members of Leadership Teams to hear a consistent message, while also receiving differentiated professional development that met the needs of their school level (pre-kindergarten, elementary, or middle/high) and school.

At these meetings, Leadership Team members were introduced to a variety of literacy concepts and ideas and then worked with their OPI and Instructional Consultant team members to set goals and develop/revise action plans for schoolwide dissemination of the information most relevant to the needs of the school. Time was provided for principals to meet separately, and a separate strand for coaches was developed and extended to an ongoing coaching webinar.

The focus of the professional development at the statewide meetings varied, to ensure it addressed the needs of the schools based on information from the seven Continuous Improvement Components in the MLP and Continuous Literacy Improvement Self-Assessment

(Self-Assessment). Much of the content from the statewide meetings is made available via *ITunes University*.

Statewide meetings were held in October 2012 and February 2013. Workshops provided professional development on a number of topics, including:

- The Montana Literacy Plan and the continuous improvement cycle
- Common Core Standards resources
- Student/teacher level data
- Technology
- Instructional rounds/coaching and *iWalkthrough*
- Course/Unit Organizers; CORE Sourcebook/Big Ideas; CRISS; vocabulary and/or active engagement
- Kindergarten transition
- Community and family involvement

According to survey data, the majority of Leadership Team members attended these required meetings and found the content of high quality. Certified teachers from all grade levels, coaches/instructional facilitators, and principals were in attendance (57%, 14%, and 16%, respectively). About three-fifths of teachers from Leadership Teams attended the October or February workshop (63%); 91 percent of principals did. Attendance at the October meeting was slightly higher than at the February meeting (74% and 71%, respectively). Participants “agreed” or “strongly agreed” that the professional development was of high-quality (96%) and ongoing (99%).

In addition to these two required workshops, OPI held an optional workshop in December 2012 for pre-kindergarten and elementary school staff members. It focused professional development on early literacy topics including print and phonemic awareness, oral language and vocabulary, phonics, comprehension, and dialogic reading.

The OPI Team also conducts site visits during which they provide additional, targeted professional development and technical assistance to the Leadership Team. OPI Team members each work with a set of schools and visit once every four to six weeks, depending on the needs of the school. When on site, OPI Team members support their schools by meeting with principals, Leadership Teams, and school staff members. They engage in conversations regarding a monthly focus area, conduct walkthroughs, and review student and MSRP implementation data. They address issues specific to the site by monitoring action plans and revising/setting goals based on progress, and provide professional development during team and all staff meetings. After each visit, they coordinate with the Instructional Consultant Team member assigned to the school to ensure their work is aligned to the needs of the school.

The frequency of visits to schools and centers varied. Almost one-half of Leadership Team members reported their OPI Team member visited them once a month (49%); 12 percent indicated they were visited for two days; and 26 percent, across 22 schools, indicated they had not been visited. Despite this variation, the vast majority of Leadership Team members (87%) “agreed” or “strongly agreed” that the OPI Team provided them with support and training to meet their students’ literacy needs.

Instructional Consultant Team

Whereas the OPI Team works primarily with the Leadership Team, the Instructional Consultant Team focuses attention on teachers, instructional assistants, and coaches, but also works with the Leadership Team. Members of the Instructional Consultant Team also work with a set of schools. Unlike the OPI Team members, they spend three to four days on site each month. They model effective instructional practices for Tier 1, Tier 2, and Tier 3 instruction, differentiating, and interventions; facilitate teachers’ use of data; and provide professional development to grade-level teacher teams and at schoolwide staff meetings. They also work with the leadership on action items and troubleshoot issues.

According to the surveys of Leadership Team members, a member of Instructional Consultant Team visited them either one or two days a month (53%) or three or four days a month (42%). Leadership Team members, teachers and aides, and certified teachers overwhelmingly agreed the support from their Instructional Consultant Team member met their needs (96%, 85%, and 88% respectively).

Coordination between OPI and Instructional Consultant Teams

Both the OPI Team and the Instructional Consultant Team members use a similar process when interacting with the schools. They come prepared with an agenda, address action items during the visit, and leave with an agenda for the next visit. Between visits, the OPI and Instructional Consultant team members working at each school communicate and share progress made on the action items they agreed upon. This ensures that the goals of the school are being addressed by both teams in a way that moves the school forward in a focused way.

On-site Implementation

On-site implementation of the MSRP includes activities engaged in by the Leadership Teams and teachers and aides in their schools. This section reports on several aspects of on-site implementation, including composition and work of Leadership Teams, and work related to seven areas of the MLP and Self-Assessment: Leadership, Instruction and Intervention, Assessment and Data-based Decision Making, Professional Development, Community and Family Involvement, Standards, and System-wide Commitment.

Leadership Team

The MSRP requires Leadership Teams to engage in multiple tasks. These include: identifying initial literacy needs using the Self-Assessment, developing action plans to address identified needs, and using the continuous improvement cycle process to assess progress and reassess needs. To accomplish these tasks, teams must keep community partners informed, acquire necessary resources, rework existing structures, create necessary time for instruction and professional development through schedule changes and various meetings, and monitor implementation of the MSRP grant.

Leadership Team members are required to participate in all visits from the OPI and Instructional Consultant teams, and attend the required statewide workshops in Helena. Based on the content of these workshops, the Leadership Teams develop action plans to disseminate information and training to the teachers and aides in their school.

Surveys provide a picture of the make-up and meeting patterns of the Leadership Teams. School staff members at all schools returning surveys reported they had a Leadership Team. As noted earlier, teams were comprised primarily of certified teachers (64%), principals (13%), and coaches/instructional facilitators (11%). The majority of team members indicated they had attended the statewide workshops and were aware of visits by the OPI and Instructional Consultant teams. About one-third of the team members reported meeting weekly (31%), about one-fifth reported meeting every two weeks (21%), and about two-fifths reported meeting at least once a month (39%). Elementary teams tended to meet more frequently, followed by middle/high school teams and, finally, pre-kindergarten teams (almost 60% of pre-kindergarten team members reported monthly meetings).

Principals' Particular Role on the Leadership Team

The principal is a required member of the Leadership Team, and in fact, principals from every school reported that they were a member of the team. In addition to the requirements for all Leadership Team members, principals also must regularly observe teacher instruction using a data collection tool, *iWalkthrough*.

Data from *iWalkthrough* show that all but one school used the system. Table 2-1 summarizes these data and shows that the number of observations more than doubled from the 2011–2012 school year to the 2012–2013 school year (*iWalkthrough* was used for only half of the 2011–2012 school year). Principals/center directors at pre-kindergarten, elementary, and middle/high schools used the system similarly across both years—pre-kindergarten observations made up less than 10 percent of all observations, elementary observations made up about three-fifths of all observations, and middle/high school observations made up about one-third of all observations. Middle/high school principals had the most growth in their use of *iWalkthrough* between the two school years (a 134% increase in observations), followed by elementary school principals (a 118% increase); pre-kindergarten center directors had the least growth in their use of *iWalkthrough* (71%).

Table 2-1
Classroom Observations using iWalkthrough

Level	2011–2012	2012–2013	Change
PreK	9% (657)	7% (1,092)	+71%
Elementary	61% (4,255)	59% (8,554)	+118%
Middle/High	30% (2,063)	34% (4,954)	+134%
Total	32% (6,975)	68% (14,600)	+109%

On the survey, principals reported how many staff members they had observed in an average week by conducting a walkthrough. The median percentage of classrooms observed was 67. One-quarter of principals reported conducting observations in all of the classrooms in their building; 10 percent reported conducting no classroom observations. Teachers validated these reports to some extent. One-third of teachers (36%) reported their principal walked through their classroom at least weekly, and an additional two-fifths indicated principals did so at least monthly (41%); 12 percent of teachers indicated their principal had done so once or never. Elementary and middle/high school teachers reported more frequent observations than were reported by pre-kindergarten teachers.

Almost half of surveyed principals reported regular use of *iWalkthrough* when conducting classroom observations (48% used it “almost always/always”); about one-quarter used it “sometimes” (24%) and an equal percentage used it “half the time” and “more often than not.” The majority of principals (86%) indicated the data it provided were “somewhat useful” or “useful.”

Activities engaged in by Leadership Teams are shaped by the continuous improvement cycle. It includes:

- Assessing current status
- Developing a plan of change
- Implementing the plan
- Monitoring implementation of the plan
- Monitoring impact of the plan
- Reviewing new data
- Revising and refining the plan

Again, surveys provide a picture of the degree to which the leadership teams actually followed the different steps of a continuous improvement cycle. The vast majority of team members reported their team analyzes data from a variety of sources to identify literacy needs and has a school literacy plan (94%). Most team members reported developing action plans (92%) and monitoring them (86%), their progress in achieving its goals (79%), and impact (73%). Teams discuss schoolwide data (88%), and, to a more limited extent, subgroup (74%), grade-level (69%), and Self-Assessment (74%) data. About three-quarters of Leadership Team members reported formulating professional development plans and monitoring the impact of the school’s plan.

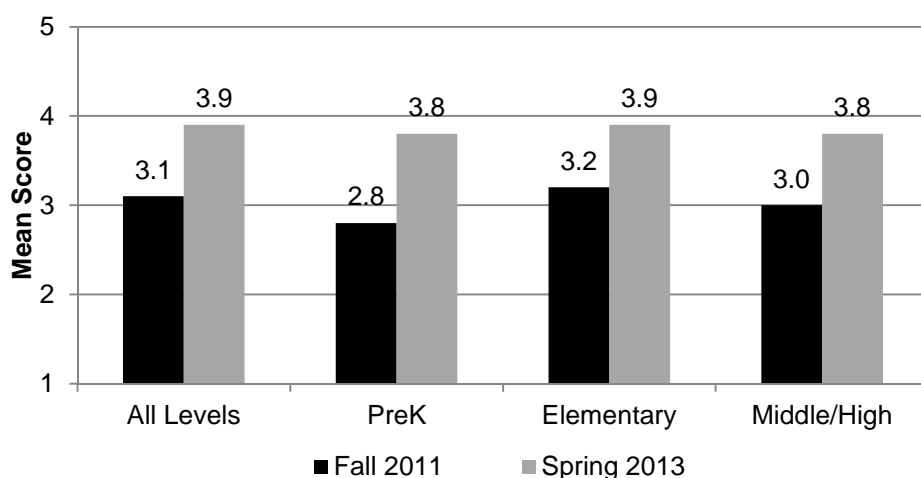
The least common activities addressed by Leadership Teams were: ensuring the school was developing a cohesive literacy strategy by coordinating MSRP and other federal, state, and local funds (35%), and coordinating MSRP with other complimentary school/district initiatives (43%).

Staff Member Perceptions of School Literacy Systems

The following presents findings from MSRP school staff member survey responses regarding the Self-Assessment. Topics include Leadership, Instruction and Interventions, Assessment and Data-based Decision Making, Professional Development, Community and Family Involvement, Standards, and System-wide Commitment.

Leadership. OPI envisions superintendents, principals, and members of the Leadership Team sharing responsibility of communicating and supporting a vision for positive literacy outcomes for students at their site. This includes engaging in a continuous literacy improvement effort that monitors literacy instruction and intervention efforts and goals, and supporting professional development and collaboration time and instructional and intervention materials necessary to increase effectiveness. Overall in fall 2011, school staff members reported their site “somewhat” resembled that description (mean of 3.1 on scale of 1 to 5). By spring 2013, school staff members reported their site “moderately” resembled that description (mean of 3.9 on scale of 1 to 5). Preschool staff members indicated the most growth from fall 2011 to spring 2013 (means of 2.8 and 3.8); elementary staff members indicated being further along (means of 3.2 and 3.9); and middle/high school staff members were making progress (means of 3.0 and 3.8).

Figure 2-1
Staff Members’ Perceptions of How Their School Supports Effective Literacy Leadership



Note: Mean Score Scale ranges from 1 to 5, where 1 = "Not at all descriptive of my school," 2 = "A little," 3 = "Somewhat," 4 = "Moderately," and 5 = "Very descriptive of my school."

MSRP schools currently have a strong base from which to implement the project. Not only are staff members confident in the leadership of their districts and schools that supports them in this

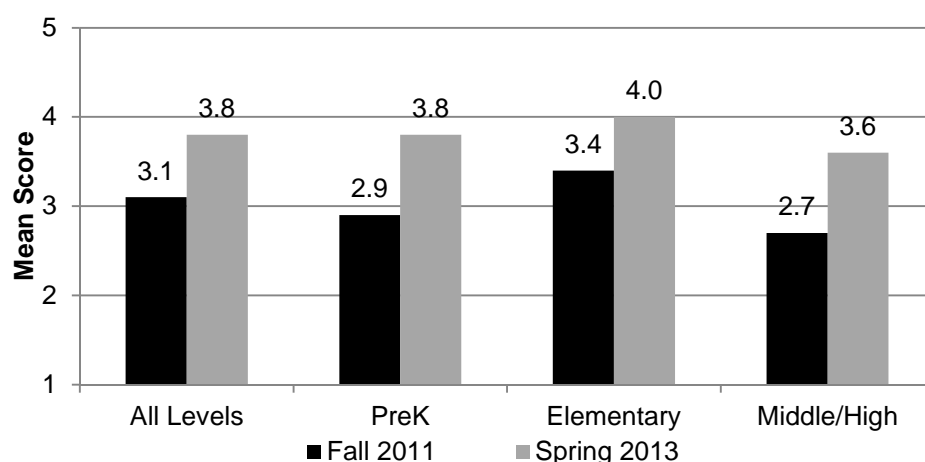
endeavor, but they are optimistic about the future prospects for their students and are committed to seeing their students succeed. In spring 2013, school staff members reported that MSRP had strong support from their superintendents (93%) and principals (97%) and that their school committed the resources necessary to successfully implement the project (88%), including professional development (97%) and collaboration time (82%). The vast majority of staff members believed in the philosophy and approach of the MSRP (90%) and were pleased their school had taken a part in it (87%). They also agreed that all students in their school could be successful (93%) and they, as educators, were responsible for seeing their students succeed (92%).

School staff members were, however, more aware of the existence of their Leadership Team than they were of its activities. Almost all staff members reported that their school had such a team (91%). Fewer knew their team's members analyzed data from a variety of sources to identify literacy needs (70%) and that their school had a literacy plan (80%). About one-fifth of staff members did not know if these activities occurred. The majority of school staff members who knew of the school's literacy plan understood the plan's critical components (72%) and goals (79%) and supported its goals (88%). When including responses from *all* staff members, the results decrease to 60 percent, 66 percent, and 74 percent, respectively. About two-thirds of school staff members reported receiving regular updates on their school's attainment of its literacy plan goals (63%).

Instruction and intervention. OPI envisions that schools supporting effective literacy instruction and interventions have materials and content aligned to the Montana Early Learning Guidelines (MELG) or the Montana Common Core Standards for English language arts (MCCS) and that teachers use them. It also expects teachers to provide explicit and systematic instruction in reading, writing, listening, and speaking and implement it with fidelity. Likewise, teachers provide Tier 1 literacy instruction and embed literacy strategies across the content areas and students receive interventions when they are struggling with Tier 1 materials and content. Overall in fall 2011, school staff members reported their site "somewhat" resembled that description (mean of 3.1 on scale of 1 to 5). By spring 2013 school staff members reported their site "moderately" resembled that description (mean of 3.8 on scale of 1 to 5). Preschool and middle/high school staff members indicated the most growth from fall 2011 to spring 2013 (means of 2.9 and 3.8, and 2.7 and 3.6, respectively); elementary staff members indicated being further along (means of 3.4 and 4.0) (Figure 2-2).

Figure 2-2

Staff Members' Perceptions of How Their School Supports Effective Literacy Instruction and Interventions



Note: Mean Score Scale ranges from 1 to 5, where 1 = "Not at all descriptive of my school," 2 = "A little," 3 = "Somewhat," 4 = "Moderately," and 5 = "Very descriptive of my school."

The majority of school staff members believed the MSRP was an effective process for providing literacy instruction and interventions to students (88%). Across all school levels, most teachers and aides agreed that they used evidence-based literacy and intervention programs/practices (at least 80%). Fewer teachers and aides agreed that they had the resources they needed to successfully implement literacy programs (78%) or intervention programs (67%). The majority of teachers and aides also agreed their curriculum was aligned to the MELG/MCCS (84%) and that they embedded explicit literacy instruction across the curriculum (90%). Across the board, teachers and aides at the pre-kindergarten and elementary school levels were more likely to agree than were those at the middle/high school level.

Table 2-2

Percentage of Teachers and Aides Who Agree that Their School Has the Program Resources They Need

Item	All Teachers and Aides	PreK	Elementary	Middle/High
I use evidence-based literacy programs/practices.	87%	95%	88%	84%
I have the resources I need to successfully implement core literacy programs/practices.	78%	83%	82%	70%
I use evidence-based literacy intervention programs/practices.	80%	92%	83%	73%
I have the resources I need to successfully implement intervention programs/practices.	67%	83%	69%	60%
Our curriculum is aligned to the MCCS/MELG.	84%	100%	85%	80%
I embed explicit literacy instruction across the curriculum.	90%	91%	92%	86%

Similarly, the majority of pre-kindergarten and elementary level teachers and aides reported providing differentiated small-group instruction (97% and 93%, respectively); however, a smaller proportion of middle/high school level teachers and aides did so (78%).

Table 2-3 shows the average minutes per week teachers devoted to reading, writing, and reading and writing in a variety of subject areas.

Table 2-3
Minimum Number of Minutes per Week That Teachers Spend in Instruction, Overall and by School Level

Subject	Mean (SD)			
	All Teachers	PreK	Elementary	Middle/High
Reading	342.5 (120.4)	182.0 (130.4)	380.6 (86.6)	259.1 (134.9)
Writing	123.2 (99.8)	95.8 (66.2)	111.6 (87.0)	180.0 (136.9)
Social Studies (reading)	74.6 (65.9)	na	60.0 (43.8)	132.6 (100.5)
Social Studies (writing)	55.9 (67.9)	na	40.2 (32.2)	106.2 (114.0)
Science (reading)	64.5 (57.4)	na	54.9 (44.0)	102.6 (84.1)
Science (writing)	49.2 (53.4)	na	37.7 (29.4)	88.3 (87.8)
ELA (reading)	197.4 (137.3)	na	200.7 (143.6)	199.5 (115.5)
ELA (writing)	122.1 (104.3)	na	113.8 (97.0)	162.6 (127.1)
Interventions (reading)	127.8 (113.3)	118.2 (106.9)	130.5 (113.6)	119.5 (116.2)
Interventions (writing)	95.3 (103.8)	109.9 (113.8)	91.6 (95.8)	95.7 (118.7)

Regardless of school level or subject, teachers devote more time to reading than to writing instruction and interventions.

- Teachers at the elementary level spend the most time on reading instruction. At a minimum, on average, they spend 76 minutes per day in reading instruction, whereas teachers at the pre-kindergarten level spend 36 minutes per day, and those at the middle/high school level spend 52 minutes per day.
- Teachers at the middle/high level spend the most time on writing instruction. At a minimum, on average, they spend about 36 minutes per day in writing instruction, whereas teachers at the pre-kindergarten level spend 19 minutes per day, and those at the elementary level spend 22 minutes per day.
- Teachers at the middle/high school level spend twice as much time in reading instruction in social studies than do teachers at the elementary level (27 versus 12 minutes per day), and they spend 5 minutes per day less, on average, in writing instruction in social studies.
- Teachers spend less time in reading/writing instruction in science than in social studies. Again, teachers at the middle/high school level spend twice as much time in reading instruction in science than do teachers at the elementary level (20 versus 12 minutes per

day) and they spend about 3 minutes per day less, on average, in writing instruction in science.

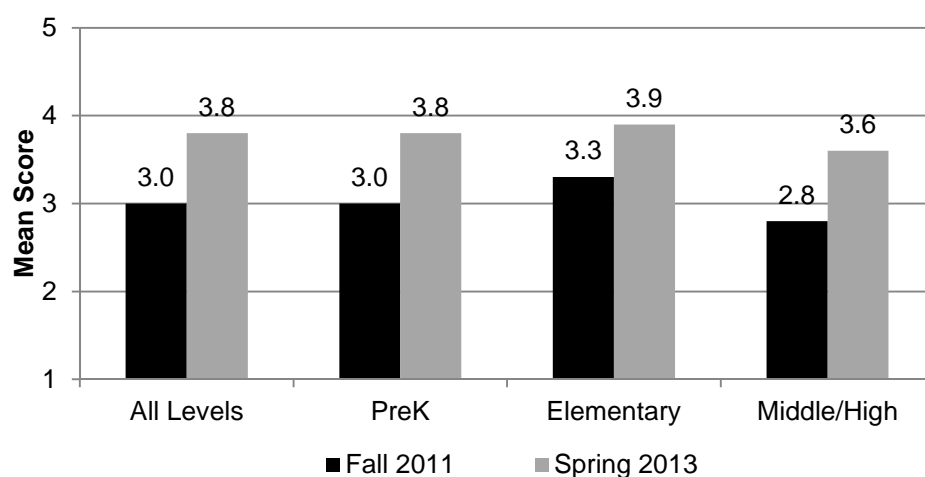
- Teachers spend 40 minutes per day, on average, in reading instruction during English language arts at the elementary and middle/high levels. Teachers at the middle/high level spend more time in writing instruction in English language arts (32 minutes per day, on average) than do teachers at the elementary level (23 minutes per day, on average).
- On average, teachers spend 26 minutes per day delivering reading interventions and 19 minutes per day delivering writing interventions.

Staff members in all schools, and nearly all school staff members, reported their school used a multi-tiered system of support for students (93%). Overall, the majority of teachers agreed their strategic (Tier 2) and intensive (Tier 3) students received interventions (80% and 78%, respectively); teachers and aides at the middle/high school level were less likely to agree (71% and 66%, respectively).

Most teachers and aides had access to an instructional support system that could include observations, coaching, mentoring, or problem solving (87%).

Assessment and Data-based Decision Making. OPI envisions that schools that effectively support student literacy outcomes use assessments aligned to the MELG/MCCS. Schools have and use procedures to administer assessments in valid and reliable ways. Furthermore, data systems exist and staff members have timely access to user-friendly disaggregated subgroup data and support in data interpretation and use. Finally, teachers work in teams to make data-based decisions. Overall in fall 2011, school staff members reported their site “somewhat” resembled that description (mean of 3.0 on scale of 1 to 5). By spring 2013 school staff members reported their site “moderately” resembled that description (mean of 3.8 on scale of 1 to 5). Pre-kindergarten and middle/high school staff members indicated the most growth from fall 2011 to spring 2013 (means of 3.0 and 3.8, and 2.8 and 3.6, respectively); elementary staff members indicated being further along (means of 3.3 and 3.9).

Figure 2-3
Staff Members' Perceptions of How Their School Uses Assessments and Data to Make Literacy Decisions



Note: Mean Score Scale ranges from 1 to 5, where 1 = "Not at all descriptive of my school," 2 = "A little," 3 = "Somewhat," 4 = "Moderately," and 5 = "Very descriptive of my school."

MSRP schools have systems in place for administering, collecting, and disseminating student-level data, and data use is prevalent, but its frequency varies. Many school staff members agreed that implementing a team approach to using data could improve student outcomes, but fewer felt supported in having sufficient collaboration time to do so.

The vast majority of school staff members "agreed" or "strongly agreed" that their school had systems for administering, collecting, and storing student assessment data (Table 2-4). Significantly larger proportions of staff members in pre-kindergarten and elementary schools than in middle/high schools "agreed" or "strongly agreed" that dissemination was timely and user-friendly. School staff members also agreed their schools had processes for regularly reviewing data and monitoring progress, and used a multi-tiered system of support. The majority of staff members felt supported in their use of data, although a significantly lower proportion of middle/high school staff members did so.

Table 2-4
School Data Systems

My school has a system for...	Percentage who "Agree" and "Strongly Agree"			
	All Staff Members	PreK	Elementary	Middle/High
Administering student assessments on a regular basis.	97%	100%	97%	97%
Collecting/storing student assessment data.	98%	99%	97%	98%
Disseminating student assessment data in a user-friendly manner.	86%	93%	90%	78%
Disseminating student assessment data in a timely manner.	85%	86%	88%	80%
My school has a process for regularly reviewing student assessment data and monitoring student progress.	93%	96%	94%	91%
My school uses a multi-tiered system of support for students.	93%	96%	94%	92%
I am supported in accessing, interpreting, and/or using student assessment data.	86%	88%	89%	80%

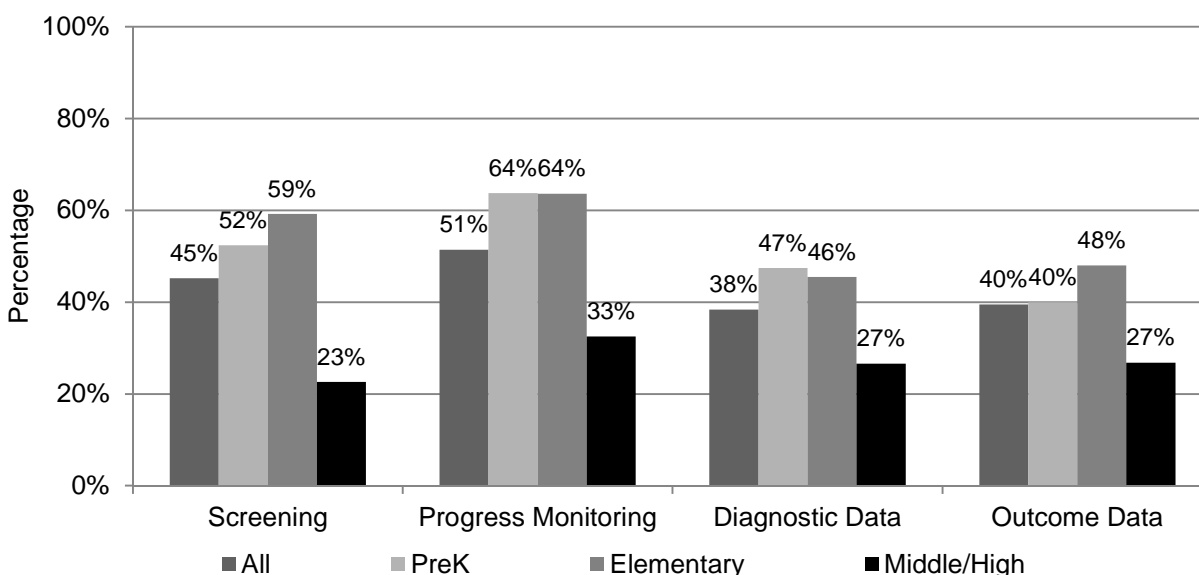
While the majority of staff members reported that their school had data systems in place, smaller proportions of teachers indicated using data. One in seven teachers reported never using screening, progress monitoring, diagnostic, *or* outcome assessments; 7 percent of these teachers reported using none of the data types reported in Table 2-5 (two-thirds were middle/high school teachers and one-third were elementary school teachers).

Table 2-5
Percentage of Teachers Using Data

I used data from...	At least weekly	At least monthly	Never
Screening assessments	35%	36%	13%
Progress-monitoring assessments	36%	41%	11%
Diagnostic assessments	29 %	41%	14%
Outcome assessments	29%	42%	16%

Further analyses indicated that teachers in pre-kindergarten and elementary schools used these data with similar frequency, while middle/high school teachers used them less often. Figure 2-4 shows the percentage of teachers that used the various types of data at least every other week.

Figure 2-4
Percentage of Teachers Using Data at Least Every Other Week



Similar proportions of pre-kindergarten and elementary school teachers used data from screening, progress-monitoring, diagnostic and outcome assessments at least every other week; a significantly smaller proportion of middle/high school teachers did so.

Teachers reported using data to adjust their instruction more frequently than to restructure their student groups. Across all MSRP school levels, about one-half of teachers adjusted their instruction based on data at least weekly (52%); about three-fifths of teachers adjusted their student groups weekly to monthly (61%). In both situations, pre-kindergarten and elementary school teachers were more likely to do so than middle/high school teachers. One-fifth of middle/high school teachers reporting never adjusting instruction based on data (20%); one-third of middle/high school teachers reporting never adjusting student groups based on data (29%).

The vast majority of school staff members agreed that using a team approach to make data-based decisions for students would increase student achievement (94%). However fewer reported that their school was committed to providing collaboration time to support the MSRP (82%), or that their school had a collaborative culture (79%). Larger proportions of pre-kindergarten and elementary school staff members, compared to middle/high school staff members, agreed their school had a collaborative culture (87% and 81% versus 73%, respectively).

Use of grade-level teams was widespread, but not universal. One in six teachers reported they did not have grade-level teacher teams (16%); the majority of these were in middle/high schools (74%). Teachers who *did* belong to grade-level teams tended to meet at least weekly (66%) or at least monthly (22%); few teachers reported never meeting (3%). On the other hand, teachers did not always discuss data when they met. Two-fifths of teachers indicated they discussed data at

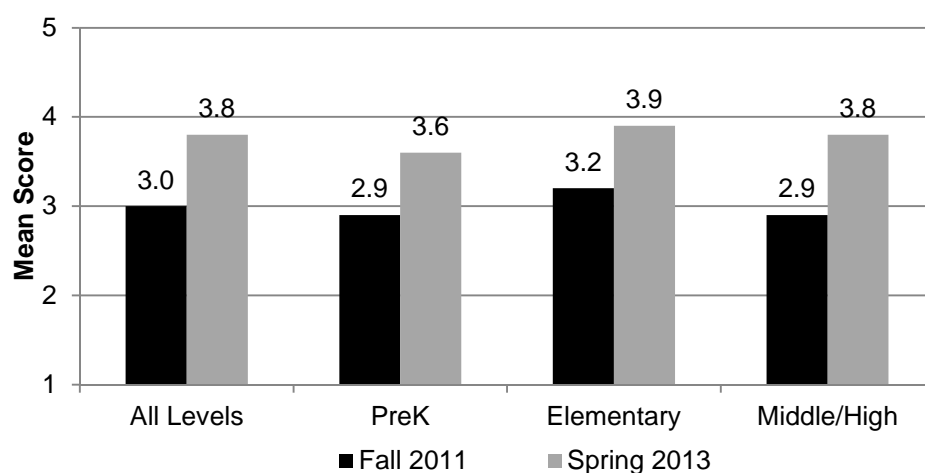
least weekly (44%), one-third did so at least monthly (35%), and 7 percent indicated they never did so. Teachers in pre-kindergarten and elementary schools reported meeting and discussing data more frequently than did teachers in middle/high schools (at least every other week, as opposed to at least once a month).

On average, grade-level team meetings last 45 minutes. Pre-kindergarten teachers reported the shortest team meetings (41 minutes), followed by elementary school teachers (44 minutes), and middle/high school teachers (49 minutes).

Finally, over one-half of all teachers indicated they had “just enough” collaboration time with their colleagues to improve literacy achievement and instruction (58%). Just over one-third of teachers reported that, this school year, “too little” time had been allotted to do so (35%). One-quarter of pre-kindergarten teachers (27%), one-third of elementary school teachers (29%), and two-fifths of middle/high school teachers (45%) reported likewise. Including instructional assistants in the above analyses did not change these trends.

Professional Development. OPI envisions that schools that effectively support student literacy outcomes offer professional development aligned to the MELG/MCCS. Staff members learn to provide explicit and systematic instruction in literacy areas and participate in professional development in ways that make it ongoing, embedded, and reflective. Professional development is differentiated to support new and existing staff members. Overall, in fall 2011, school staff members reported their site “somewhat” resembled that description (mean of 3.0 on scale of 1 to 5). By spring 2013, school staff members reported their site “moderately” resembled that description (mean of 3.8 on scale of 1 to 5). Middle/high school staff members indicated the most growth from fall 2011 to spring 2013 (means of 2.9 and 3.8); pre-kindergarten and elementary staff members indicated making similar gains, but elementary staff members thought they were further along in implementation in this area (means of 2.9 and 3.6, and 3.2 and 3.9, respectively) (Figure 2-5).

Figure 2-5
Staff Members' Perceptions on How Their School Provides Professional Development to Support Literacy Instruction



Note: Mean Score Scale ranges from 1 to 5, where 1 = "Not at all descriptive of my school," 2 = "A little," 3 = "Somewhat," 4 = "Moderately," and 5 = "Very descriptive of my school."

Most school staff members participated in MSRP-related professional development that was ongoing, student-focused, and of high quality and sufficient quantity. The vast majority of staff members (93%) reported participating in some school-based MSRP professional development. School staff members at the pre-kindergarten and elementary school levels reported receiving professional development in more areas than were reported by staff members at the middle/high school level (21 versus 16 topics). Almost all staff members (at least 90%) considered professional development to be ongoing and linked to students' literacy needs; slightly fewer agreed it gave them additional skills; and about four-fifths agreed the professional development was of high-quality. Larger proportions of pre-kindergarten staff members agreed the professional development gave them additional skills to meet student literacy needs. About two-thirds of teachers and aides reported "just enough" participation in literacy-focused professional development; staff members were more likely to consider their participation was "too little" (20%) than "too much" (15%). Four-fifths of staff members indicated they had a professional growth plan that "is relevant to my needs and the needs of students" (81%) (Table 2-6).

Table 2-6
Staff Members' Perceptions of Professional Development

Statement	All Staff Members	PreK	Elementary	Middle/High
This year MSRP professional development was linked to student literacy needs.	92%	85%	92%	93%
I have participated in on-going professional development in literacy through the MSRP.	90%	90%	87%	91%
Participation in MSRP has given me additional skills to meet student literacy needs.	87%	96%	86%	85%
I have a professional growth plan that is relevant to my needs and the needs of students.	81%	80%	82%	81%
I have participated in high quality professional development in literacy through MSRP.	79%	87%	77%	80%

Table 2-7 describes the professional development topics school staff members reported receiving during the 2012–2013 school year. Areas where at least 60 percent of staff members indicated participating are bolded. It also indicates the topic areas they reported as priority areas for professional development in 2013–2014. Each asterisk in the table represents 10 percent of respondents reporting the topic area as a priority. Two asterisks indicate that at least 20 percent reported the topic area as a priority; three asterisks indicate at least 30 percent reported the area as a priority, etc. Only topics with at least 20 percent of respondents reporting a topic area as a priority are noted.

Table 2-7
Participation in, and Request for, Professional Development Topics

Professional Development Topics*	PreK	Elementary	Middle/High
Montana Common Core Standards for English Language Arts and Literacy (MCCS)	49%***	67%***	65%***
Literacy MCCS Resources	37%**	54%**	52%**
MT Early Learning Guidelines (MELG)	72%	34%**	15%**
Aligning curriculum with MCCS	37%**	51%***	45%***
Aligning curriculum with MELG	54%***	30%***	14%**
Montana Literacy Plan (MLP)	35%**	41%***	36%**
Purpose and uses of screening assessments	59%**	62%**	58%
Purpose and uses of progress-monitoring assessments	54%**	65%	61%
Purpose and uses of diagnostic assessments	46%**	55%**	53%**
Purpose and uses of outcome assessments	54%	51%**	47%
Using student-level data to make instructional decisions	59%**	64%**	57%***
Differentiating instruction to meet the needs of students	50%***	50%***	50%***
Using my school's evidence-based literacy program(s)	59%	56%**	41%
Using my school's evidence-based intervention programs	47%	50%**	38%
Vocabulary/oral language development	76%*	64%**	58%**
Listening comprehension	51%**	47%**	26%**
Phonological awareness	80%	55%**	20%
Phonemic awareness	73%	56%**	21%
Alphabet knowledge	71%**	49%	17%
Phonics	47%	55%**	21%
Multisyllabic words	56%	56%**	29%
Fluency	46%	56%**	35%
Vocabulary	74%	67%**	61%**
Comprehension	53%**	55%**	40%**

* Each asterisk represents 10 percent of respondents reporting the topic area as a priority for professional development. Two asterisks indicate that at least 20 percent reported the topic area a priority, three asterisks indicate at least 30 percent reported the area as a priority, etc.

Table 2-7 (continued)

Participation in, and Request for, Professional Development Topics

Professional Development Topics*	PreK	Elementary	Middle/High
Emergent writing	55%**	39%***	24%
Writing	44%	43%***	40%**
CRISS	13%	21%**	49%
Using Core Sourcebook/Core Big Ideas and/or Unit Organizers	46%**	57%**	64%
Motivation	33%**	32***	31%***
Text-based collaborative learning	19%	37%**	31%**
Using diverse texts	32%	32%***	27%**
Using technology as a component of literacy instruction	60%***	56%***	52%***
Using teacher-level data to make instructional decisions	59%	59%**	56%**
Community involvement	28%***	21%****	18%***
Family involvement	49%***	23%****	15%****
Dialogic reading	77%	24%**	11%
Kindergarten transition	42%***	28%**	9%
Instructional coaching	40%**	48%**	41%
Instructional rounds	28%	46%	30%
<i>iWalkthrough</i>	60%	67%	65%
Continuous improvement cycle	32%	44%	30%
Using Self-Assessment data	41%	49%	38%

* Each asterisk represents 10 percent of respondents reporting the topic area as a priority for professional development. Two asterisks indicate that at least 20 percent reported the topic area a priority, three asterisks indicate at least 30 percent reported the area as a priority, etc.

Pre-kindergarten staff members were most likely to have participated in MSRP professional development related to:

- Phonological awareness
- Dialogic reading
- Vocabulary/oral language development
- MELG
- Alphabetic knowledge
- Using technology
- *iWalkthrough*

Elementary school staff members were most likely to have participated in MSRP professional development related to:

- Vocabulary/oral language development
- MCCS
- *iWalkthrough*
- Purpose and uses of progress-monitoring assessments
- Using student-level data to make instructional decisions
- Purpose and uses of screening assessments

Middle/high school staff members were most likely to have participated in MSRP professional development related to:

- MCCS
- *iWalkthrough*
- Using unit organizers
- Vocabulary
- Purpose and uses of progress-monitoring assessments

Pre-kindergarten staff members were most likely to have requested additional MSRP professional development related to:

- MCCS
- Aligning curriculum with the MELG
- Differentiating instruction to meet the needs of students
- Using technology as a component of literacy instruction
- Community involvement
- Family involvement
- Kindergarten transition

Elementary school staff members were most likely to have requested additional MSRP professional development related to:

- Community involvement
- Family involvement
- MCCS
- Aligning curriculum to the MCCS
- Aligning curriculum with the MELG
- Montana Literacy Plan
- Differentiating instruction to meet the needs of students
- Writing/emergent writing
- Motivation
- Using diverse texts
- Using technology as a component of literacy instruction

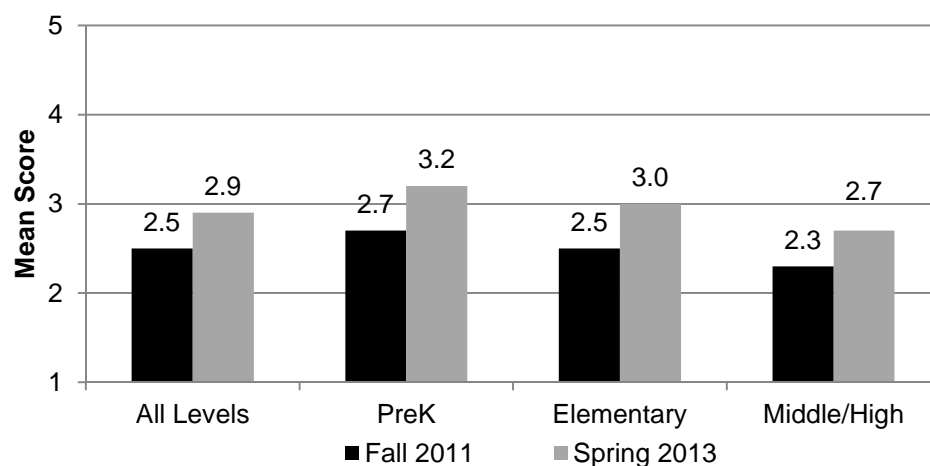
Middle/high school staff members were most likely to have requested additional MSRP professional development related to:

- Family involvement
- MCCS
- Aligning curriculum to the MCCS
- Using student-level data for instructional decision-making
- Differentiating instruction to meet the needs of students
- Motivation
- Using technology as a component of literacy instruction
- Community involvement

Community and Family Involvement. OPI envisions that schools that effectively support student literacy outcomes communicate literacy goals and expectations to stakeholders, including parents and community members, and involve them in literacy events in meaningful ways. Schools also support transitions throughout the system from pre-kindergarten through post-secondary educational settings. Overall, in fall 2011, school staff members reported their site resembled that description “a little” (mean of 2.5 on scale of 1 to 5). By spring 2013 school staff members reported their site “somewhat” resembled that description (mean of 3.0 on scale of 1 to 5). While staff members at all levels reported similar progress from fall 2011 (+0.45, on average), pre-kindergarten staff members thought they were further along in spring 2013, followed by elementary and middle/high school staff members (3.2, 3.0, and 2.7, respectively).

Figure 2-6

Staff Members' Perceptions of How Their School Involves Community and Family Members to Support Literacy



Note: Mean Score Scale ranges from 1 to 5, where 1 = "Not at all descriptive of my school," 2 = "A little," 3 = "Somewhat," 4 = "Moderately," and 5 = "Very descriptive of my school."

The majority of staff members in pre-kindergarten schools “agreed” or “strongly agreed” that their school recognized and honored family and community members who volunteered there (91%). Smaller proportions of staff members in elementary school agreed, and still smaller proportions of those in middle/high schools did (Table 2-8).

In addition to acknowledging family members for their volunteer work, the majority of staff members also agreed that family members were invited to participate in family literacy activities and that their school communicated with them in meaningful ways (about 75%), including progress their child was making in literacy (64%). Again, staff members in pre-kindergarten schools were most likely to agree that these activities occurred, and smaller proportions of staff members in elementary and middle/high schools did. Staff members in pre-kindergarten, elementary, and middle/high schools were least likely to agree that family members were involved in instructional decision making (81%, 52% and 52%, respectively).

An important feature of the MSRP is to ensure families are supported during their child’s transition from one school level to the next (i.e., pre-kindergarten to elementary and elementary to middle/high). The majority of the school staff members at the pre-kindergarten level (99%) indicated that their school had a system for supporting families when children transition into elementary school; smaller proportions of staff members at the elementary and middle/high school levels agreed (59% and 65%, respectively).

Table 2-8
Staff Members' Reports of Family Involvement

Statement	Percentage that "Agree" or "Strongly Agree"			
	All Staff Members	PreK	Elementary	Middle/High
My school communicates with families in meaningful ways.	74%	95%	74%	68%
My school recognizes family and community members who volunteer here.	71%	91%	73%	64%
My school honors the contributions of family members.	70%	91%	69%	65%
My school invites families to participate in literacy events.	70%	99%	76%	52%
My school has a system for supporting families when their children transition into and out of my school.	65%	99%	59%	65%
The parents of my students receive regular updates on their child's progress in meeting literacy expectations.	64%	78%	69%	52%
My school invites parents to participate in instructional decision making.	55%	81%	52%	52%

Establishing and maintaining community partnerships in literacy development is also an important feature of the MLP. The majority of staff members in pre-kindergarten schools (89%) indicated that their schools collaborated with community partners to support literacy development (see Table 2-9). Fewer participants at the elementary and middle/high school level agreed (56% and 52%, respectively). The MLP further emphasizes the importance of literacy partnerships with the public/private sector. However, staff members were less likely to agree that their school had established such partnerships (46%)

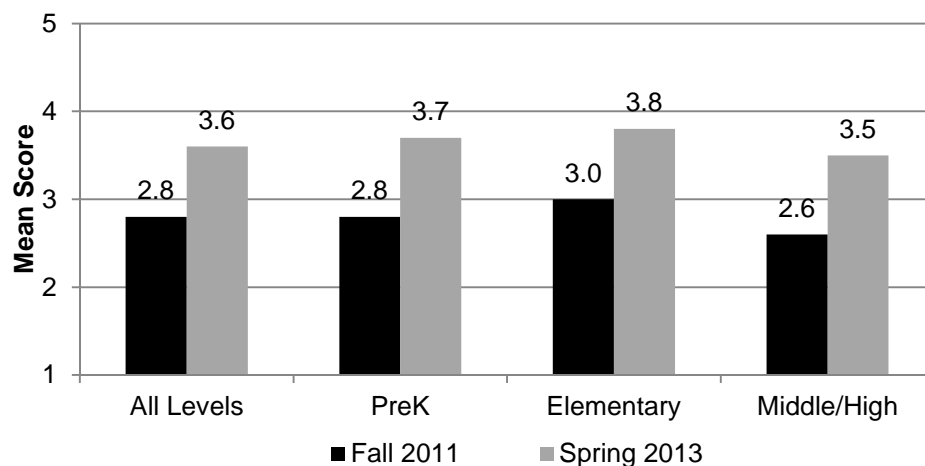
Table 2-9
Staff Members' Reports of Community Involvement

Statement	Percentage that "Agree" or "Strongly Agree"			
	All Staff Members	PreK	Elementary	Middle/High
My school collaborates with community partnerships to support literacy development.	58%	89%	56%	52%
My school has literacy partnerships with the public/private sector.	46%	42%	44%	50%

Standards. OPI envisions that schools that effectively support student literacy outcomes have staff members that understand and use instructional materials and assessments aligned to the MELG/MCCS (horizontally and vertically). Overall in fall 2011, school staff members reported their site "somewhat" resembled that description (mean of 2.8 on scale of 1 to 5). By spring 2013 school staff members reported their site "moderately" resembled that description (mean of 3.6 on a scale of 1 to 5). While staff members at all levels reported similar progress from fall 2011 (+0.85,

on average), pre-kindergarten and elementary school staff members thought they were further along in spring 2013 than did middle/high school staff members (3.7, 3.8, and 3.5, respectively).

Figure 2-7
Staff Members' Perceptions of How Their School Understands and Uses Standards to Support Literacy



Note: Mean Score Scale ranges from 1 to 5, where 1 = "Not at all descriptive of my school," 2 = "A little," 3 = "Somewhat," 4 = "Moderately," and 5 = "Very descriptive of my school."

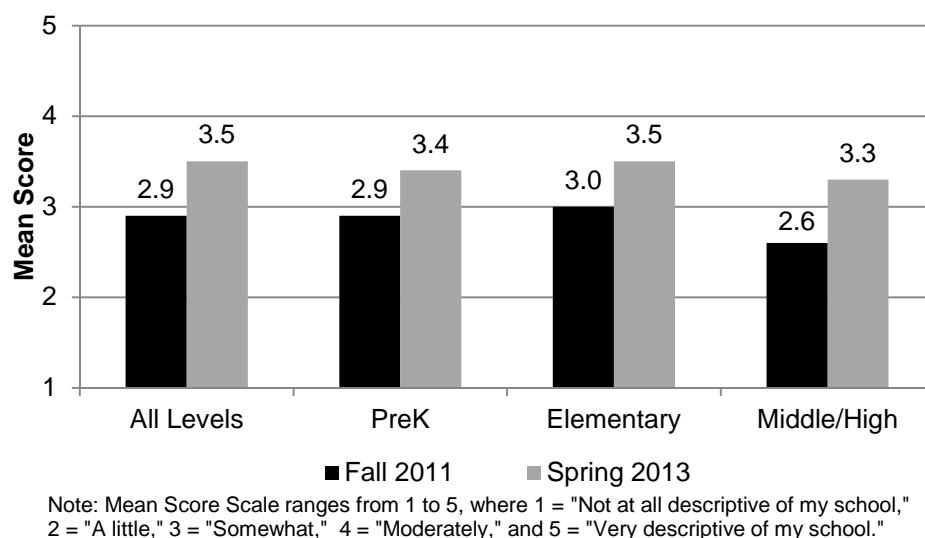
As shown earlier in Table 2-7, the majority of school staff members reported receiving professional development on the MELG/MCCS in 2012–2013. Almost three-quarters of pre-kindergarten staff members indicated receiving professional development on the MELG (72%) and almost one-half reported receiving professional development on the MCCS (49%). About two-thirds of elementary and middle/high school staff members reported receiving professional development on the MCCS (67% and 65%, respectively). Fewer reported receiving professional development on aligning their curriculum to the MELG/MCCS—54 percent of pre-kindergarten staff members, 51 percent of elementary school staff members, and 45 percent of middle/high school staff members reported doing so. While MCCS were addressed in professional development in Year 2, it was not a strong focal area. OPI intends to provide additional professional development and technical assistance to teachers and aides in this area in Year 3.

As shown earlier in Table 2-2, across all school levels, the majority of teachers and aides agreed that they used evidence-based literacy and intervention programs/practices (at least 80%). The majority of teachers and aides agreed their curriculum was aligned to the MELG/MCCS (84%). Teachers and aides at the pre-kindergarten level were more likely to agree than those at the elementary and middle/high school levels.

System-wide Commitment. OPI envisions that schools that effectively support student literacy outcomes develop partnerships to support students from pre-kindergarten through their post-secondary experiences. Community and education leaders understand common goals for students, monitor progress in attaining them, and offer students meaningful opportunities to

engage in learning in various settings. Staff members work to ensure that transitions across educational settings and between education and employment are smooth and efficient. Overall in fall 2011, school staff members reported their site “somewhat” resembled that description (mean of 2.9 on scale of 1 to 5). By spring 2013 school staff members reported their site “moderately” resembled that description (mean of 3.5 on a scale of 1 to 5). Preschool and elementary school staff members thought they were further along by spring 2013, (3.4 and 3.5, respectively), but middle/high school staff members reported the most growth (2.6 to 3.3).

Figure 2-8
Staff Members’ Perceptions of How Their School Has Made a System-wide Commitment to Support Literacy



Internally, schools may have more commitment than externally. One means to ensure communicating a consistent message within the school and broader community is to have common goal. The vast majority of Leadership Team members reported their team had a school literacy plan (94%), and school staff members reported their professional development was linked to student literacy needs (92%). Virtually all of the pre-kindergarten staff members reported having a system to support students as they transition to kindergarten; however, proportionately fewer elementary/middle/high school staff members reported systems to support students in the middle/high school and post-secondary transition (59% and 65%, respectively). Likewise, while the majority of staff members in pre-kindergarten schools (89%) indicated that their schools collaborated with community partners to support literacy development, proportionately fewer staff members at the elementary and middle/high school level agreed (56% and 52%, respectively). Furthermore, staff members at the elementary and middle/high schools were less likely to agree that their school had established partnerships with the public/private sector to support student readiness for middle/high school/college/careers (44% and 50%, respectively) (Table 2-9).

Summary

The OPI Team revised the original MLP using an iterative process involving the Montana Statewide Literacy Team to integrate systematic processes into the plan. It also ran a competitive subgrant application process that included identifying and notifying eligible LEAs, offering application workshops, developing scoring rubrics, and training a group of expert reviewers.

Statewide Support for School-level Implementation

Leadership Teams were supported by the OPI and Instructional Consultant Teams at required statewide meetings and onsite.

- The OPI Team provided two required statewide meetings during the 2012–2013 school year. Leadership Team members came together to hear common messages and receive differentiated professional development and technical assistance targeted to their grade levels and level of need. About three-quarters of Leadership Team members attended these required meetings. They reported the professional training was ongoing and the content was of high quality.
- The OPI Team provided site-based professional development and technical assistance to MSRP school staff members. OPI Team members supported these schools by meeting with principals, Leadership Teams, and school staff members. They engaged in conversations regarding a monthly focus topic, conducted walkthroughs, and reviewed data. They addressed issues specific to the site by monitoring action plans and goals and providing professional development during team and all staff meetings. The vast majority of Leadership Team members agreed the OPI Team provided them with support and training to meet their students' literacy needs.
- Instructional Consultants supported MSRP school staff members at both the required statewide meetings and on site. At the statewide meetings they met with Leadership Team members to develop plans to bring professional development back to school staff members. On-site they supported teams implementing those plans. The vast majority of staff members agreed the support from their Instructional Consultant Team member met their needs.

School-level Implementation

School staff members, at all schools returning surveys, reported they had a Leadership Team; every principal indicated that they were a member. Principals and Leadership Team members participated in required activities. Most principals observed teachers in their classrooms and used *iWalkthrough* as required. Weekly, principals reported observing about two-thirds of teachers by conducting a walkthrough. One-quarter of principals reported conducting observations in all of the classrooms; 10 percent reported conducting none. Most principals used *iWalkthrough* when conducting observations, but not all used it with the same frequency. Other required activities included analyzing data from a variety of sources to identify literacy needs and developing a school literacy plan. In addition to these, most team members reported

developing and monitoring action plans, as well as their progress in achieving their plan's goals and impact, and discussing schoolwide data, and, to a more limited extent, subgroup, grade-level and Self-Assessment data.

Regarding the Self-Assessment, school staff members reported the most growth from fall 2011 to spring 2013 on five topics—Leadership, Instruction and Interventions, Assessment and Data-based Decision Making, Professional Development, and System-wide Commitment. Less growth was reportedly made in the areas of Community and Family Involvement and Standards. Staff members reported the most developed areas were Leadership, Instruction and Interventions, Assessment and Data-based Decision Making, and Professional Development. Overall, staff members in MSRP elementary schools reported themselves furthest ahead in six of the seven Self-Assessment topics. The one area where they thought they needed the most growth was Community and Family Involvement. MSRP pre-kindergarten staff members reported themselves further along in this area compared to elementary and middle/high school staff members. Middle/high school staff members tended to report themselves behind pre-kindergarten and elementary school staff members on most topics addressed by the Self-Assessment.

- **Key Leadership findings.** Almost all school staff members reported MSRP had strong support from their superintendents and principals and that their school committed the resources necessary to successfully implement the project, including professional development and, to a lesser extent, collaboration time. While almost all staff members knew their school had a Leadership Team, fewer knew what their team did or that their school had a literacy plan. Between two-fifths and one-third of staff members did not know the plan's critical components or goals or receive regular updates on their school's attainment of those goals.
- **Key Instruction and Intervention findings.** Almost all school staff members agreed that the MSRP was an effective process for providing literacy instruction and interventions to students. Teachers and aides reported using evidence-based literacy, embedding literacy across the curriculum, and using a multi-tiered system of support. Many students and most teachers were provided additional support, when necessary. Four-fifths of teachers reported their Tier 2 and Tier 3 students received interventions, and nine in ten indicated they, as teachers, had access to an instructional support system. A smaller proportion of teachers and aides agreed they used evidence-based intervention programs/practices, their curriculum was aligned to the MELG/MCCS, and that they had the resources they needed to successfully implement literacy or intervention programs. Regardless of school level or subject, teachers reported devoting more time to reading than writing instruction and interventions. More time was dedicated to reading than writing interventions.
- **Key Assessment and Data-based Decision Making findings.** MSRP schools used multi-tiered systems of support and had systems in place for administering, collecting, disseminating and reviewing student-level data. Data use is prevalent; its frequency

varies. Teachers adjusted their instruction based on data more frequently than using it to adjust their student groups. Use of grade-level teams was widespread, but not universal, especially at the middle/high school level. Data were not on the agenda at every meeting, but at most. While most school staff members agreed that implementing a team approach to using data could improve student outcomes, smaller proportions of teachers and aides felt supported in having sufficient collaboration time to do so.

- **Key Professional Development findings.** Most school staff members reported participating in MSRP-related professional development that was ongoing, student-focused, and of high quality and sufficient quantity. Common professional development topics that staff members reported receiving across the school levels included the MELG/MCCS, essential reading components, purpose and uses of a variety of assessments, and *iWalkthrough*.
- **Key Community and Family Involvement findings.** Community and family involvement decreased as school level increased. This finding surfaced in regard to recognizing and honoring volunteers, involving parents in family literacy activities, communicating with parents in meaningful ways, involving family members in instructional decision making, supporting transitions, and partnering with community-based organizations. Schools did not commonly develop partnerships with the private/public sector to support literacy.
- **Key Standards findings.** Most teachers and aides agreed that they used evidence-based literacy programs/practices; smaller proportions reported using evidence based intervention programs/practices and that their curriculum was aligned to the MELG/MCCS.
- **Key System-wide Commitment findings:** Transitions from pre-kindergarten through post-secondary system were reportedly stronger for younger than for adolescent and young adult learners. Literacy-focused partnerships with community-based organizations were more common than those with the private/public sector.

Chapter 3

Student Outcomes

The Montana Striving Readers Project (MSRP) uses a variety of assessments to screen, monitor, and measure outcomes for participating students. Some assessments are required by the project. These include *Istation's Indicators of Progress (ISIP)* or *Dynamic Indicators of Basic Early Literacy Skills Next (DIBELS)* and *MY Access!* writing. All students—pre-kindergarten through grade 10 participate in ISIP/DIBELS testing at least three times a year. *MY Access!* is a requirement for students in grades 8 and 11 only. Additional assessments include those administered statewide. The *Montana Comprehensive Assessment System* reading (MontCAS) is a required assessment for all Montana students in grades 3 to 8 and 10. Finally, juniors in high school can opt to participate in the *American College Test (ACT)* if they plan to enroll in college following graduation.

This chapter includes analyses of data from these assessments at various levels, including the project level (all students), school level (pre-kindergarten, elementary—K-6, and middle/high—7-12), and individual grade level. Analyses are also conducted to look at growth of select subgroups of MSRP students, including American Indian, economically disadvantaged, and limited English proficient (LEP) students, and students eligible to receive special education services). Analyses are conducted within year (fall 2012 to spring 2013) and across years (spring 2012 to spring 2013) as appropriate. This chapter also includes an examination of changes in dropout and graduation rates in MSRP high schools. It concludes with a summary of Government Performance Reporting Act (GPRA) analyses for pre-kindergarten students and students in grades 5, 8 and 10.

Within-Year Student Assessment Analyses

This section includes analyses of MSRP assessments administered during the 2012–2013 school year. It includes ISIP/DIBELS, *MY Access!* writing, and ACT data analyzed at the project, school, and grade level, as appropriate.

ISIP and DIBELS

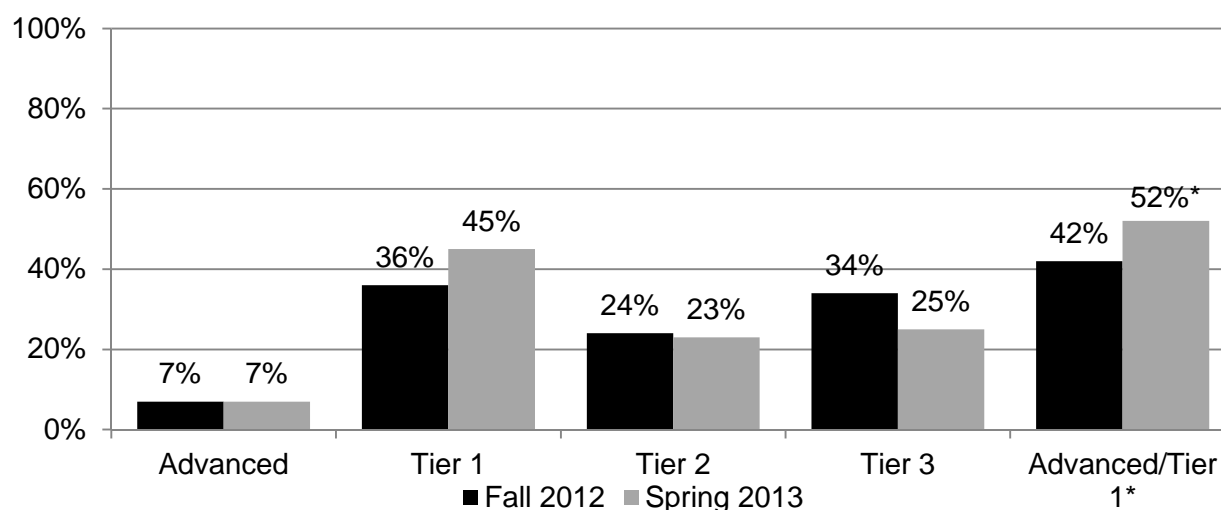
Two of the required MSRP assessments produce overall instructional support recommendations to guide educators. These support recommendations align to the Montana Response to Intervention (RTI) framework and include three tiers. Tier 1 students make satisfactory progress in reading by participating only in core reading instruction. Tier 2 and 3 students do not make satisfactory progress in the core instructional program. Tier 2 students need supplementary instruction to address areas of challenge to move them into Tier 1. Tier 3 students need extensive interventions to address their challenges and move them into Tier 2 or Tier 1. An additional category, “Advanced,” includes students performing at or above the 90th percentile in reading. The evaluator created this category at the request of the Montana Office of Public Instruction (OPI). Students in the pre-kindergarten centers are analyzed together, students in kindergarten

through grade 6 are combined in the elementary analyses, and students in grades 7 through 10 are included in the middle/high analyses.

The following figures, Figures 3-1 through 3-4, show the percentage of students scoring in the four categories—Advanced, Tier 1, Tier 2, and Tier 3—in fall 2012 and spring 2013 for all MSRP students and for MSRP students by school level (pre-kindergarten, elementary and middle/high), respectively. The figures also show the percentage of students scoring in the Advanced/Tier 1 categories during the same time period.

Figure 3-1 shows, from fall 2012 to spring 2013, the percentage of all MSRP students in the Advanced and Tier 1 categories increased and the percentages in the Tier 2 and Tier 3 categories decreased. **The increase in the percentage of students in the Advanced/Tier 1 category from fall 2012 to spring 2013 was statistically significant** (McNemar Test, $p=.000$).

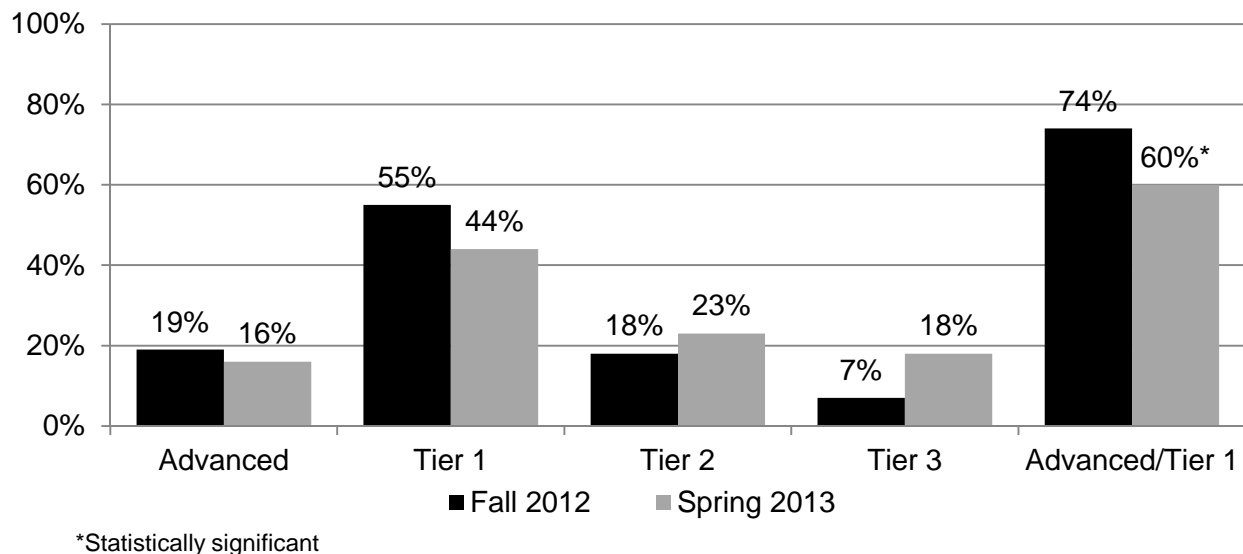
Figure 3-1
Percentage of All MSRP Students in ISIP/DIBELS Categories, Fall 2012
and Spring 2013



* Statistically significant change from fall 2012

Figure 3-2 shows, from fall 2012 to spring 2013, the percentage of pre-kindergarten students in the Advanced and Tier 1 categories decreased and the percentages in Tier 2 and Tier 3 increased. **The decrease in the percentage of pre-kindergarten students in the Advanced/Tier 1 category from fall 2012 to spring 2013 was statistically significant** (McNemar Test, $p=.000$).

Figure 3-2
Percentage of Pre-kindergarten MSRP Students in ISIP/DIBELS Categories, Fall 2012 and Spring 2013



The significant decrease in the percentage of pre-kindergarten students performing in the Advanced/Tier 1 category from fall to spring is worth exploring. The evaluator does not know the cut scores used by *Istation* (the ISIP developer) to determine proficiency levels. However, it is clear that spring cut scores are substantially higher than those in fall. It is unknown if they are developmentally appropriate³.

Two preschool centers participating in MSRP concurrently participated in another early childhood literacy project. This project used different literacy assessments to measure participating children's progress. These assessments included the *Peabody Picture Vocabulary Test* (PPVT), the *Phonological Awareness Literacy Screening* (PALS), and the *Test of Preschool Early Literacy* (TOPEL). Two of these tests produce standard scores (PPVT and TOPEL). In analyses of these data, a standard score of 90 was considered benchmark or equivalent to the Advanced/Tier 1 category in the ISIP analyses. On both of these assessments, more children in these two preschools were at benchmark in spring 2013 compared to fall 2012 (60% in fall and 81% in spring on the PPVT and 57% and 85% on the TOPEL Early Literacy Index). Furthermore, more children were in the "spring developmental range" on the PALS on its name writing, upper-case

³ OPI reports the MSRP preschool staff members have struggled administering ISIP and have not found it to be a valid assessment for their children.

alphabet recognition, and letter sounds measures (26% and 88%, 17% and 87%, and 44% and 88%, respectively). Conversely ISIP data from children at these two centers shows that 60 percent were in the Advanced/Tier 1 category in fall 2012 and 47 percent were in that same category in spring 2013. These comparisons do not use matched student data, however they do show that the cut scores used to determine proficiency on the ISIP are different from those used by other commonly used early literacy assessments.

Figure 3-3 shows, from fall 2012 to spring 2013, the percentage of elementary school students in the Advanced and Tier 1 categories increased and the percentages in the Tier 2 and Tier 3 categories decreased. **The increase in the percentage of students in the Advanced/Tier 1 category from fall 2012 to spring 2013 was statistically significant** (McNemar Test, $p=.000$).

Figure 3-3
Percentage of Elementary School MSRP Students in ISIP/DIBELS Categories,
Fall 2012 and Spring 2013

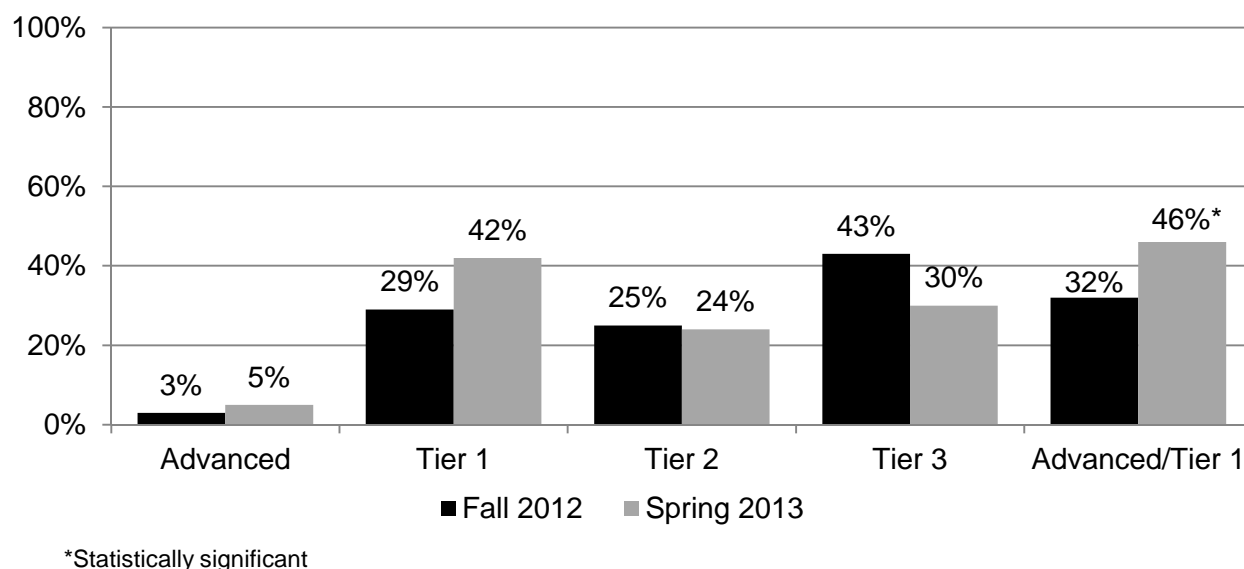
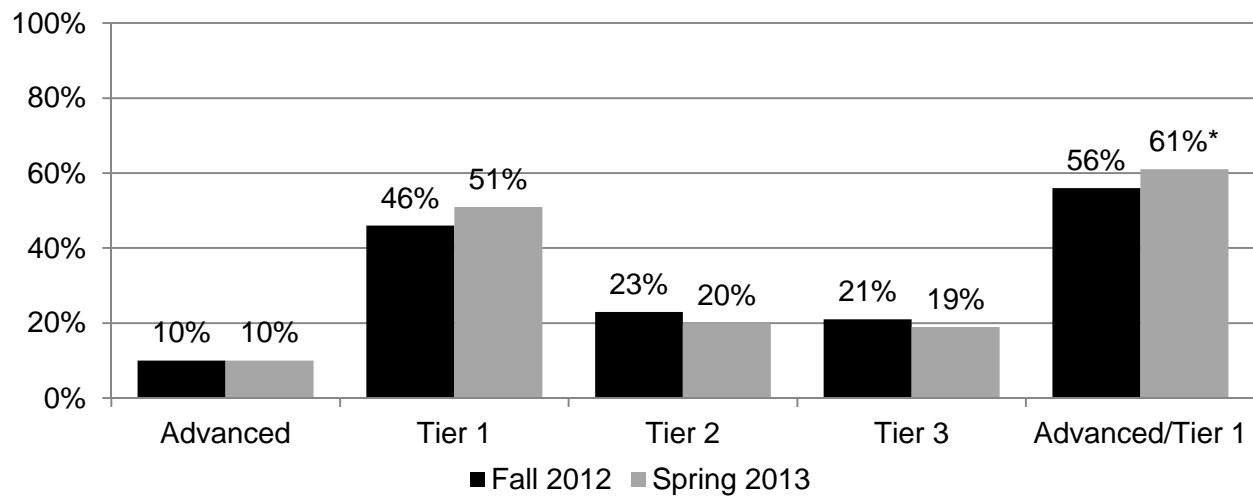


Figure 3-4 shows, from fall 2012 to spring 2013, the percentage of middle/high school students in the Advanced category remained the same, the percentage in the Tier 1 category increased, and the percentages in the Tier 2 and Tier 3 categories decreased. **The increase in the percentage of middle/high school students in the Advanced/Tier 1 category from fall 2012 to spring 2013 was statistically significant** (McNemar Test, $p=.000$).

Figure 3-4
Percentage of Middle/High School MSRP Students in ISIP/DIBELS Assessment Categories, Fall 2012 and Spring 2013



*Statistically significant

MY Access! Writing

The *MY Access!* writing assessment is also required for all MSRP students in grades 8 and 11. *MY Access!* writing uses a 6-point rubric to assign scores, holistically, and across five traits: Focus and Meaning; Content and Development; Organization; Language Use, Voice, and Style; and Mechanics and Conventions.

Table 3-1 shows mean scores and standard deviations on *MY Access!* writing for all students in grades 8 and 11 and for students by grade.

Table 3-1
MY Access! Mean Score, Spring 2013 Overall and by Grade

Trait	Mean (S.D.)					
	All MSRP (n=1,063)		Grade 8 (n=696)		Grade 11 (n=367)	
	Fall 2012	Spring 2013	Fall 2012	Spring 2013	Fall 2012	Spring 2013
Holistic	3.3 (1.1)	3.5 (1.1)*	2.9 (.0.9)	3.2 (0.9) *	4.0 (1.0)	4.1 (1.1) *
Focus and Meaning	3.2 (1.1)	3.5 (1.1) *	2.8 (0.9)	3.1 (0.9) *	3.9 (1.0)	4.1 (1.1) *
Content and Development	2.9 (1.0)	3.1 (1.0) *	2.5 (.0.8)	2.8 (0.8) *	3.6 (0.9)	3.7 (1.0) *
Organization	2.9 (0.9)	3.1 (0.9) *	2.6 (0.8)	2.8 (0.8) *	3.5 (0.9)	3.7 (0.9) *
Language Use, Voice, and Style	3.3 (1.1)	3.3 (1.1)	2.9 (0.9)	3.0 (0.9)	4.1 (1.0)	4.1 (1.1)
Mechanics and Conventions	3.1 (1.0)	3.2 (1.0)	2.8 (0.9)	2.8 (0.9)	3.8 (1.0)	3.9 (1.0) *

*statistically significant from fall 2012

Across the board, **students were scoring in middle range on the scoring rubrics** (see Table 3-1). Holistic scores tended to be slightly higher than individual trait scores. **Grade 11 students performed better than grade 8 students** (average holistic scores of 4.1 and 3.2, respectively). Students, regardless of grade, tended to score higher on Focus and Meaning and Language Use, Voice, and Style than on Content and Development, Organization, and Mechanics and Conventions. **For all MSRP students, spring scores were significantly higher than fall scores in all but two areas** ($p=.000$; except for Language Use, Voice, and Style, $p=.037$, and Mechanics and Conventions, $p=.015$). Spring scores were significantly higher for grade 8 students in the following traits: Holistic ($p=.000$), Focus and Meaning ($p=.000$), Content and Development ($p=.000$) and Organization ($p=.000$). Spring scores were significantly higher for grade 11 students in the following traits: Holistic ($p=.003$), Focus and Meaning ($p=.001$), Content and Development ($p=.002$), Organization ($p=.000$), and Mechanics and Conventions ($p=.028$).

American College Test (ACT)

Students planning to enter college following graduation can opt to take the ACT test in the fall/winter of their junior year. As a result, these analyses include a selection bias, as only college-bound students are included. ACT composite scores are reported on a scale of 1 to 36, with 36 being the highest score.

Table 3-2 shows mean ACT composite scores for students in schools not participating and participating in MSRP in 2012. **The average 2012 ACT composite score for students not in MSRP schools was 20.2; for students in MSRP schools it was 19.0.** One-way Analysis of Variance (ANOVA) determined the difference in these scores was statistically significant ($p=.000$).

Table 3-2
2012 Mean ACT Scores

	Mean (SD) (n)
Students Not in MSRP Districts	20.2 (4.9) (8,417)
Students in MSRP Districts	19.0 (5.0) (514)*

* Difference between groups is statistically significant.

Summary

Most surveyed teachers and aides thought that student performance improved as a result of participation in MSRP. Four of five teachers and aides agreed that their school's use of collaborative problem solving improved student performance (80%) and nine of ten agreed participation in MSRP improved student performance (88%). These perceptions were somewhat correct. In most cases, student performance did improve. More elementary and middle/high school students scored in the Advanced/Tier 1 category on the ISIP/DIBELS in spring 2013 compared to fall 2012 and mean scores on the *MY Access!* writing assessment increased from fall 2012 to spring 2013 for middle and high school students. However, significantly fewer pre-kindergarten students were in Tier 1/Advanced on the ISIP/DIBELS in spring compared to fall. Finally, students in MSRP districts obtained lower composite ACT scores than scores achieved by their peers in non-MSRP districts.

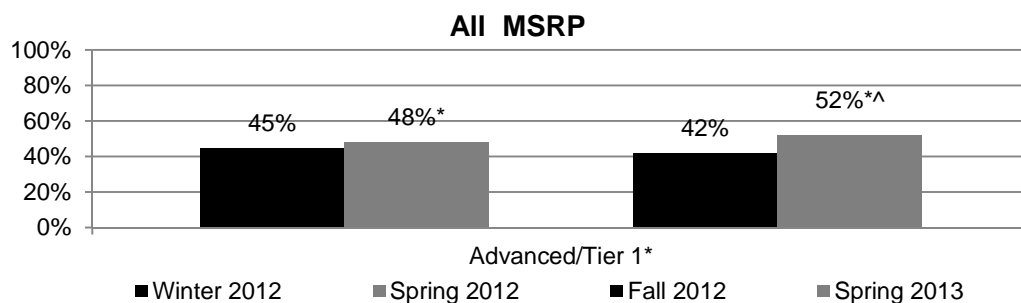
Across-Year Student Assessment Analyses

This section includes analyses of MSRP assessments administered in Year 1 (2011–2012 school year) and Year 2 (2012–2013 school year). It includes ISIP/DIBELS, *MY Access!* writing, ACT, and MontCAS data analyzed at the project, school, and grade level, as appropriate.

ISIP and DIBELS data

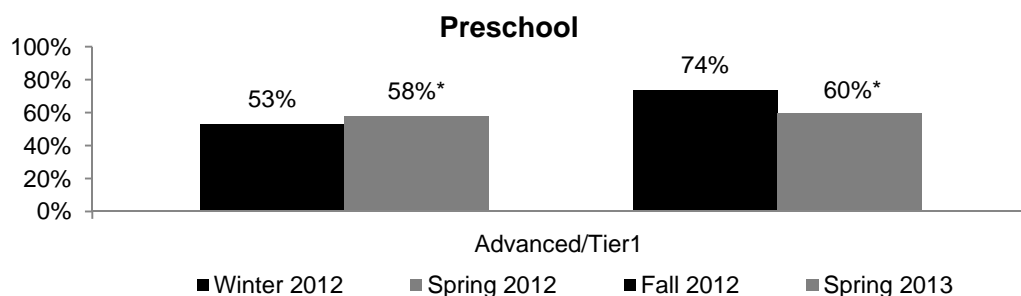
Figure 3-5 shows the percentage of all MSRP students, overall and by school level, scoring in the Advanced/Tier 1 category since the project started—winter 2012 and spring 2012 and fall 2012 and spring 2013. It shows that **in spring 2013 significantly larger proportions of students, overall and at the elementary school level, scored in the Advanced/Tier 1 category compared to spring 2012 ($p=.000$)**. **A larger proportion of pre-kindergarten children scored in the Advanced/Tier 1 category in spring 2013 compared to spring 2012 ($p=.629$)**. Finally, **a significantly smaller proportion of middle/high school students scored in the Advanced/Tier 1 category in spring 2013 compared to spring 2012 ($p=.034$)**.

Figure 3-5
Percentage of Students Scoring in the Advanced/Tier Category on ISIP/DIBELS,
Winter 2012-Spring 2013

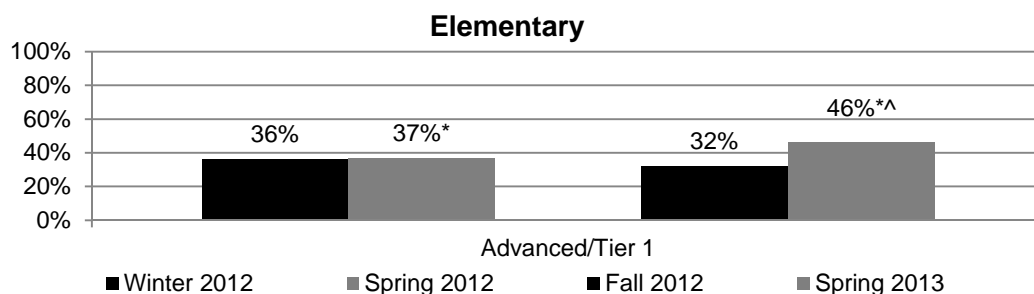


*Statistically significant within years

^Statistically significant across years

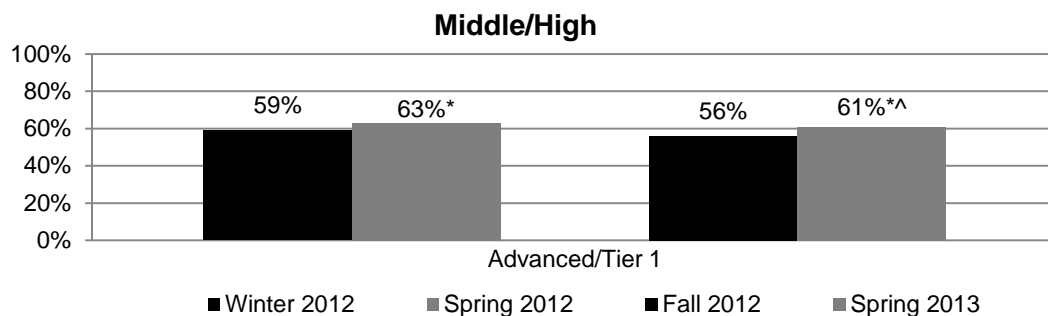


*Statistically significant within years



*Statistically significant within years

^Statistically significant across years



*Statistically significant within years

^Statistically significant across years

MY Access! Writing

Table 3-3 shows mean holistic scores, standard deviations, and the total number of students tested on *MY Access!* writing for all students in grades 8 and 11 and for students by grade in spring 2012 and spring 2013.

Table 3-3
MY Access! Mean Holistic Score, Spring 2012 and Spring 2013 Overall and by Grade

Grade	Mean (SD) (N)		
	Spring 2012	Spring 2013	Change
All	3.5 (1.0) (1,480)	3.5 (1.1) (1,063)	0.0
Grade 8	3.5 (1.0) (902)	3.2 (0.9) (696)	-0.3*
Grade 11	3.7 (0.8) (578)	4.1 (1.1) (367)	+0.4*

* Difference across years is statistically significant

Overall, there was no change in mean *MY Access!* writing scores from spring 2012 to spring 2013. There was a significant decrease in mean *MY Access!* writing scores from spring 2012 to spring 2013 for students in grade 8. The increase in mean writing scores over this same time period for grade 11 students was statistically significant.

ACT

Table 3-4 shows mean ACT composite scores for students in schools participating in MSRP in 2011 and 2012. **The average 2012 ACT composite score increased by 2.9 points.** One-way Analysis of Variance (ANOVA) determined the difference in these scores was statistically significant ($p=.000$).

Table 3-4
Mean ACT Scores Students in MSRP Districts

	Mean (SD) (n)		Change
	2011	2012	
Students in MSRP Districts	16.1 (4.2) (175)	19.0 (5.0) (514)*	+2.9*

* Difference across years is statistically significant

MontCAS

All Montana schools assess their grade 3 through 8 and grade 10 students annually in the spring using the reading MontCAS. The evaluation compared the median percentage of students categorized as proficient and advanced in participating schools from spring 2007 through spring 2013. Figure 3-6 displays these data over the seven years.

Figure 3-6
Median Percentage of Students Proficient or Advanced on the MontCAS Spring 2007 to Spring 2012, Overall and by School Level

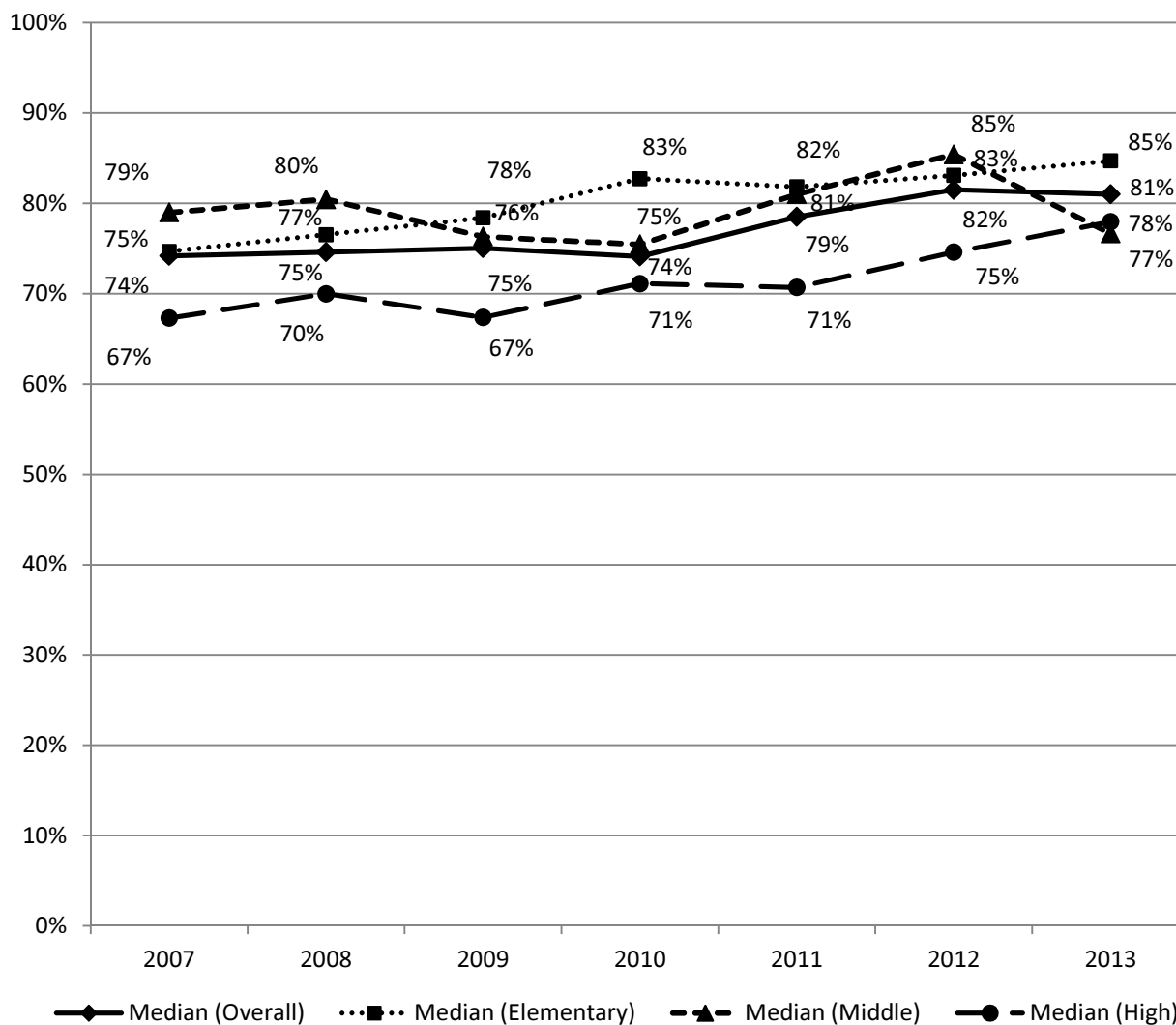


Figure 3-6 shows, overall and at two of the three school levels—elementary and high — larger proportions of students scored at least proficient on the MontCAS from 2007 to 2013. Overall, the median percentage of proficient students on the MontCAS was around 75 percent from 2007 through 2010. From 2011 to 2013, the three years that would be affected by school participation in MSRP, the overall median increased from 79 percent of students who were at least proficient in

2011 to 82 percent who were at least proficient in 2012, and decreased to 81 percent who were at least proficient in 2013.

Table 3-5 shows the median percentage of students at least proficient on the MontCAS from 2011 thru 2013, by individual grade level.

*Table 3-5
Median Percentage of Students Proficient/Advanced on MontCAS, by Grade and Year*

Grade	Median Percentage Proficient/Advanced		
	2011	2012	2013
3	84%	82%	90%
4	85%	80%	85%
5	88%	86%	86%
6	83%	83%	90%
7	84%	86%	73%
8	83%	85%	78%
10	71%	75%	78%

Combining data from Figure 3-6 and Table 3-5, the following school and grade-level findings emerge:

- At the elementary school level, the median proportion of students at least proficient on the MontCAS increased from 75 percent in 2007 to 83 percent in 2010. From 2011 to 2013, the elementary school median increased from 82 percent of students at least proficient in 2011, to 83 percent at least proficient in 2012, and to 85 percent at least proficient in 2013. Likewise, from 2011 to 2012, at most elementary grade levels, the median proportion of students at least proficient decreased (except grade 6). From 2012 to 2013, at most elementary grade levels, the median proportion of students at least proficient increased (except grade 5).
- At the middle school level, the median proportion of students at least proficient on the MontCAS decreased from 79 percent in 2007 to 75 percent in 2010. From 2011 to 2013, the middle school median varied from 81 percent of students at least proficient in 2011, to 85 percent at least proficient in 2012, and to 77 percent at least proficient in 2013. Likewise, from 2011 to 2012, at both middle school grade levels, the median proportion of students at least proficient increased. From 2012 to 2013, at both middle school grade levels, the median proportion of students at least proficient decreased.
- At the high school level, the median proportion of students at least proficient on the MontCAS increased from 67 percent in 2007 to 71 percent in 2010. From 2011 to 2013, the high school median increased from 71 percent of students at least proficient in 2011, to 75 percent at least proficient in 2012, and to 78 percent at least proficient in 2013.

Summary

In most cases, student performance did improve across years. A significantly larger proportion of pre-kindergarten students scored in the Advanced/Tier 1 category on the ISIP/DIBELS in spring

2013 compared to spring 2012. Larger proportions of elementary students scored in the Advanced/Tier 1 and proficient categories on the ISIP/DIBELS and MontCAS. Middle/high school students had varied success. From spring 2012 to spring 2013, a smaller proportion of students scored in the Advanced/Tier 1 category on the ISIP/DIBELS and there was no change in mean *MY Access!* writing scores. Middle school students' mean *MY Access!* writing scores decreased significantly and a smaller proportion scored proficient on the MontCAS. However, MSRP high school students' mean *MY Access!* writing and ACT scores increased significantly and a larger proportion of grade 10 students scored proficient on the MontCAS.

Subgroup Analyses

This section includes analyses of MSRP assessments administered in Year 1 (2011 – 2012 school year) and Year 2 (2012 – 2013 school year) by select subgroups including American Indian, economically disadvantaged, and LEP students and students eligible to receive special education services, as applicable. It includes ISIP/DIBELS, *MY Access!* writing, ACT, and MontCAS data analyzed at the project, school, and grade level, as appropriate.

ISIP and DIBELS

Table 3-6 shows the percentage of students, by subgroup, in the Advanced/Tier 1 category on the ISIP/DIBELS in spring 2012 and spring 2013, overall and by school level. Larger proportions of students, in all subgroups overall scored in the Tier 1/Advanced category in spring 2013 compared to spring 2012. These increases were statistically significant for American Indian, economically disadvantaged, and LEP students.

Table 3-6
Percentage of Students in Tier 1/Advanced Category on ISIP/DIBELS

Student Subgroup	Spring 2012	Spring 2013	Percentage Point Change
American Indian			
All MSRP	32%	37%*	+5*
PreK	59%	43%	-16
Elementary	27%	35%*	+8*
Middle/High	42%	41%	-1
Eligible for special education services			
All MSRP	18%	19%	+1
PreK	39%	51%	+12
Elementary	15%	18%	+3
Middle/High	16%	14%	-2
Economically disadvantaged			
All MSRP	41%	43%*	+2*
PreK	57%	53%	-4
Elementary	33%	39%*	+6*
Middle/High	52%	50%	-2
LEP			
All MSRP	14%	21%*	+7*
PreK	na	na	na
Elementary	12%	18%	+6
Middle/High	17%	24%	+7

*statistically significant change from 2012 to 2013

School-level trends for each subgroup are described below:

- Smaller proportions of pre-kindergarten and middle/high school American Indian students were in the Advanced/Tier 1 category on the ISIP/DIBELS in spring 2013 compared to spring 2012. A significantly larger proportion of elementary school American Indian students were in the Advanced/Tier 1 category on the ISIP/DIBELS in spring 2013 compared to spring 2012.
- Larger proportions of pre-kindergarten and elementary school students eligible for special education services were in the Advanced/Tier 1 category on the ISIP/DIBELS in spring 2013 compared to spring 2012. A smaller proportion of middle/high school students eligible for special education services were in the Advanced/Tier 1 category on the ISIP/DIBELS in spring 2013 compared to spring 2012.
- Smaller proportions of pre-kindergarten and middle/high school economically disadvantaged students were in the Advanced/Tier 1 category on the ISIP/DIBELS in spring 2013 compared to spring 2012. A significantly larger proportion of elementary school economically disadvantaged students was in the Advanced/Tier 1 category on the ISIP/DIBELS in spring 2013 compared to spring 2012.
- Larger proportions of elementary and middle/high school LEP students were in the Advanced/Tier 1 category on the ISIP/DIBELS in spring 2013 compared to spring 2012. Too few pre-kindergarten LEP students were identified to be included in the analyses.

My Access! Writing

Table 3-7 shows the mean holistic score on the *MY Access!* writing assessment in spring 2012 and spring 2013 for American Indian and economically disadvantaged students. These are the only two student subgroups included in the *MY Access!* writing data.

Overall, higher mean scores were achieved in spring 2013 compared to spring 2012 by American Indian and economically disadvantaged students. The increase was statistically significant in the case of American Indian students.

Table 3-7
Mean Holistic Score on MY Access! Writing

Student Subgroup	Spring 2012	Spring 2013	Change
American Indian			
All MSRP	2.8	3.0*	+0.2*
Grade 8	2.3	2.7*	+0.4*
Grade 11	3.5	3.9*	+0.4*
Economically disadvantaged			
All MSRP	3.3	3.4	+0.1
Grade 8	3.2	3.1	-0.1
Grade 11	3.6	4.0*	+0.4*

*statistically significant change from 2012 to 2013

American Indian students achieved significantly higher mean holistic scores in spring 2013 compared to spring 2012 at both grade levels. Economically disadvantaged students in grade 8 had mean holistic scores in 2013 slightly lower than in spring 2012. Economically disadvantaged students in grade 11 had significantly higher mean holistic scores in 2013 slightly than in spring 2012.

ACT

Table 3-8 shows the mean ACT composite score in 2011 and 2012 for American Indian students. This is the only student subgroup included in the ACT data.

For all tested American Indian students, higher mean scores were achieved in 2012 compared to 2011. The increase was not statistically significant.

Table 3-8
Mean Composite Score on ACT

Student Subgroup	2011	2012	Change
American Indian	15.1	15.7	+0.6

MontCAS

Table 3-9 shows the median percentage of students, by subgroup, at least proficient on the MontCAS from spring 2011 through spring 2013, overall and by school level. The median proportion of students at least proficient on the MontCAS increased from spring 2011 to spring 2012 for all subgroups overall, and at most grade levels. The median proportion of students at least proficient on the MontCAS decreased from spring 2012 to spring 2013 for all subgroups overall, except for economically disadvantaged students. Among subgroups and across grades these trends persisted, except at the high school level, where gains were made. Among economically disadvantaged students, gains were made at all levels except the middle school level.

Table 3-9

Median Percentage of Students At Least Proficient on MontCAS, by Subgroup and School Level

Subgroup	2011	2012	2013	Change 11-12	Change 12-13
American Indian					
Overall	63%	65%	63%	+2	-2
Elementary	64%	65%	64%	+1	-1
Middle	61%	68%	62%	+7	-6
High	58%	60%	62%	+2	+2
Students Eligible for Special Education Services					
Overall	37%	39%	28%	+2	-11
Elementary	42%	43%	40%	+1	-3
Middle	26%	32%	28%	+6	-4
High	28%	30%	31%	+2	+1
Economically Disadvantaged					
Overall	69%	75%	76%	+6	+1
Elementary	78%	77%	80%	-1	+3
Middle	76%	80%	71%	+4	-9
High	59%	65%	75%	+6	+10
LEP					
Overall	18%	30%	21%	+12	-9
Elementary	30%	28%	21%	-2	-7
Middle	13%	33%	25%	+20	-8
High	9%	20%	24%	+11	+4

Table 3-10 shows the median percentage of students, by subgroup, at least proficient on the MontCAS from spring 2011 through spring 2013, by grade level. Trends are similar to the above with few exceptions (in bold).

*Table 3-10
Median Percentage of Students At Least Proficient on MontCAS, by Subgroup and Grade*

Subgroup and Grade	2011	2012	2013	Change 11-12	Change 12-13
American Indian					
Grade 3	59%	67%	50%	+8	-17
Grade 4	51%	48%	58%	-3	+10
Grade 5	63%	66%	59%	+3	-7
Grade 6	55%	69%	61%	+14	-8
Grade 7	63%	72%	59%	+9	-13
Grade 8	55%	60%	56%	+5	-4
Grade 10	58%	60%	62%	+2	+2
Eligible for Special Education Services					
Grade 3	42%	64%	24%	+22	-40
Grade 4	48%	43%	39%	-5	-4
Grade 5	29%	33%	20%	+4	-13
Grade 6	19%	36%	56%	+17	+20
Grade 7	30%	42%	17%	+12	-25
Grade 8	27%	37%	25%	+10	-12
Grade 10	28%	30%	38%	+2	+8
Economically Disadvantaged					
Grade 3	76%	79%	90%	+3	+11
Grade 4	79%	72%	78%	-7	+6
Grade 5	82%	88%	79%	+6	-9
Grade 6	80%	76%	80%	-4	+4
Grade 7	77%	80%	73%	+3	-7
Grade 8	75%	80%	73%	+5	-7
Grade 10	59%	65%	75%	+6	+10
LEP					
Grade 3	40%	39%	19%	-1	-20
Grade 4	35%	17%	13%	-18	-4
Grade 5	33%	22%	20%	-11	-2
Grade 6	16%	29%	30%	+13	+1
Grade 7	15%	39%	17%	+24	-22
Grade 8	13%	22%	44%	+9	+22
Grade 10	9%	20%	24%	+11	+4

Summary

In most cases, student performance did improve across years for most subgroups. Overall, American Indian students made gains on the ISIP/DIBELS, *MY Access!* writing, and ACT assessments. American Indian students experienced losses according to the MontCAS assessment. Students eligible for special education services and LEP students made gains according to ISIP/DIBELS analyses, but experienced losses according to MontCAS analyses. Economically disadvantaged students made gains on ISIP/DIBELS, *MY Access!* writing, and MontCAS assessments.

Dropout and Graduation Rates

Through the MSRP, OPI sought to decrease the percentage of participating high school students who drop out of high school, which would therefore increase the graduation rate at all participating high schools. This last section looks at MSRP's achievement of these goals using data from OPI's GEMS website.

Table 3-11 displays dropout and graduation rates (four-year adjusted cohort) for the state and the six MSRP districts with high schools. It shows that dropout rates are declining across the state, overall, and at Hardin High School. The remaining MSRP high schools had increasing dropout rates. The statewide four-year adjusted cohort graduation rate increased from 2011 to 2012; increases also occurred in three of the six MSRP high schools (Anaconda, Charlo, and Great Falls).

Table 3-11
State and MSRP Dropout and Graduation Rates

Year	State	Anaconda	Browning	Charlo	Great Falls	Hardin	Wolf Point
Dropout							
2010	4.3%	3.0%	11.2%	--	9.5%	8.0%	6.7%
2011	4.3%	4.2%	9.3%	--	5.2%	10.4%	7.4%
2012	4.1%	5.1%	10.5%	--	7.0%	8.0%	8.9%
Graduation							
2011	82.2%	79.6%	69.9%	91.4%	69.3%	73.2%	67.9%
2012	83.9%	90.6%	65.7%	92.3%	72.7%	69.8%	64.05

Government Performance and Results Act (GPRA) Indicators

MSRP is required to report GPRA indicators. For pre-kindergarten children, the indicator is the percentage of four-year-old children achieving significant gains in oral language skills (as measured on the ISIP). For school-age children in grades 5, 8 and 10 the indicator is the percentage of students scoring at or above proficient on the state reading assessment (MontCAS). Table 3-11 summarizes results for pre-kindergarten children and students in grades 5, 8 and 10,

overall, and by five categories—LEP students, students with disabilities, disadvantaged students, American Indian students, and economically disadvantaged students.

Table 3-12
MSRP GPRA Results

Grade	All MSRP Students	LEP Students	Students with Disabilities	Disadvantaged Students	American Indian Students	Economically Disadvantaged Students
PreK	64%	<9 children	48%	61%	73%	60%
Grade 5	69%	27%	40%	64%	54%	63%
Grade 8	75%	30%	43%	67%	52%	66%
Grade 10	77%	21%	36%	68%	60%	69%

Table 3-12 shows that between two-thirds and three-fourths of MSRP pre-kindergarten and grade 5, 8, and 10 students achieved significant gains in oral language skills or scored at least proficient on the MontCAS (64% to 77%) for GPRA. Results were slightly lower for disadvantaged students (61% to 68%) and economically disadvantaged students (60% to 69%), lower still for American Indian students (52% to 60%, except those in pre-kindergarten, 73%), but were considerably lower for students with disabilities and LEP students (36% to 48%, and 21% to 30%, respectively).

Summary

Across all MSRP assessments, consistent positive trends were found for elementary school students, but mixed success was experienced by pre-kindergarten and middle/high schools students.

- Within and across years, elementary school students made consistent gains as measured by both the ISIP/DIBELS and MontCAS.
- Within-year losses were experienced by pre-kindergarten students in the percentage of students in the Advanced/Tier 1 category on the ISIP/DIBELS. However, a larger proportion of pre-kindergarten students were in the Advanced/Tier 1 category on the ISIP/DIBELS in spring 2013 compared to spring 2012.
- Within-year gains were experienced by middle/high students in the percentage in the Advanced/Tier 1 category on the ISIP/DIBELS. However, a smaller proportion of middle/high students were in the Advanced/Tier 1 category on the ISIP/DIBELS in spring 2013 compared to spring 2012.
 - Middle school students made within-year gains on the *MY Access!* writing assessment, but did not realize across-year gains on the *MY Access!* writing or MontCAS assessments.
 - High school students made within-year gains on the *MY Access!* writing assessment and across-year gains on the *MY Access!* writing and MontCAS assessments.

Across years, most subgroups of students experienced improved student performance. This was especially true for economically disadvantaged and American Indian students.

- Economically disadvantaged students made gains according to ISIP/DIBELS, *MY Access!* writing, and MontCAS analyses.
- American Indian students made gains according to ISIP/DIBELS, *MY Access!* writing, and ACT analyses, but experienced losses according to MontCAS analyses.
- Students eligible for special education services and LEP students made gains according to ISIP/DIBELS analyses, but experienced losses according to MontCAS analyses.

Between two-thirds and three-fourths of MSRP pre-kindergarten and grade 5, 8, and 10 students made significant gains in oral language skills or scored at least proficient on the MontCAS for GPRA. Smaller proportions of disadvantaged and economically disadvantaged students performed similarly. Smaller proportions of American Indian students performed similar to disadvantaged students and smaller proportions of students with disabilities and LEP students performed similar to American Indian students.

Dropout rates were declining and graduation rates were increasing across the state. However, only one MSRP high school witnessed a declining dropout rate; one-half of MSRP high schools experienced increasing graduation rates.

Chapter 4

Summary and Recommendations

The following summarizes the extent to which the Montana Striving Readers Project (MSRP) accomplished its five goals during its second year of implementation from fall 2012 thru spring 2013. Overall, MSRP made progress in implementing a literacy-focused school improvement program. This was especially true at the pre-kindergarten and elementary school levels. Student-level outcomes do not consistently reflect the changes in practice occurring at the MSRP schools.

- ☑ **Goal 1:** To further develop and implement a MT Literacy Plan (MLP) that makes provisions for literacy at all age/grade levels, including challenging transitions from pre-kindergarten to elementary, elementary to middle school, and middle school to high school; is aligned to MT Standards for English Language Arts and MT Early Learning Guidelines; involves collaborating with other agencies; and addresses literacy across the content areas.
 - During the 2011–2012 and 2012–2013 school year, the OPI Team revised the original MLP using an iterative process involving the Montana Statewide Literacy Team to integrate systematic processes into the plan.
 - During the 2012–2013 school year, the OPI Team continued to implement the MLP in a select group of schools. Implementation focused on seven key components – Leadership, Instruction and Interventions, Assessment and Data-based Decision Making Professional Development, Community and Family Involvement, Standards, and System-wide Commitment. MSRP school staff members reported making growth in all areas and implementation was fairly high in most. The least amount of growth, and lower implementation, was seen in two areas—Community and Family Involvement and Standards. Elementary school staff members reported the most implementation, followed by pre-kindergarten staff members. Middle/high school staff members tended to report themselves behind pre-kindergarten and elementary school staff members in implementing in most areas.
- ☑ **Goal 2:** To run a rigorous, competitive subgrant application process, which will select LEAs (district-operated K-12 schools and special education pre-kindergartens) and Head Start programs that have a high capacity to implement comprehensive, effective literacy instruction that meets the needs of disadvantaged children and students.
 - During the 2011–2012 school year, the OPI Team ran a competitive subgrant application process that included identifying and notifying eligible LEAs, offering application workshops, developing scoring rubrics, and training a group of expert reviewers.

- **Goal 3:** To improve school readiness and success from birth through grade 12 in the area of language and literacy development. For disadvantaged students, the MSRP will set and achieve the following targets:
- a. Increase the percentage of participating four-year-olds who achieve significant gains in oral language skills as identified by the *Istation Indicators of Progress* (ISIP) early reading assessments.
 - In spring 2013, 64 percent of participating four-year-olds achieved significant gains in oral language skills as identified by ISIP.
 - From fall 2012 to spring 2013, the percentage of participating four-year-olds in the Tier 1/Advanced category on the ISIP decreased from 74 percent to 60 percent. This decline was statistically significant.
 - From spring 2012 to spring 2013 the proportion participating four-year-olds in the Tier 1/Advanced category on the ISIP increased from 58 percent to 60 percent. This increase was statistically significant.
 - b. Increase the percentage of participating fifth grade, eighth grade, and high school students who meet or exceed proficiency on the Montana State English language arts assessment, the MontCAS.
 - In spring 2013, 69 percent of fifth-grade, 75 percent of eighth-grade, and 77 percent of tenth-grade students met or exceeded proficiency on the MontCAS.
 - From spring 2012 to spring 2013, the median proportion of fifth-grade students at least proficient on the MontCAS remained stable (86%), the median proportion of eighth-grade students at least proficient on the MontCAS decreased (-7), and the median proportion of tenth-grade students at least proficient on the MontCAS increased (+3).
 - From spring 2012 to spring 2013, the median percentage of students scoring at least proficient on the MontCAS increased in elementary and high schools; it decreased in middle schools.
 - From fall 2012 to spring 2013, the percentage of elementary and middle/high school students scoring in the Tier 1/Advanced category on the ISIP/DIBELS and mean holistic *MY Access!* writing scores for students in grades 8 and 11 increased significantly. Furthermore, from the 2011 to the 2012 administration, mean grade 11 ACT composite scale scores increased significantly in MSRP districts.
 - c. Increase the percentage of participating students achieving proficiency in all subgroups, including American Indian, economically disadvantaged, and limited English proficient (LEP) students, as well as students with disabilities.
 - Across years, most subgroups of students experienced improved student performance. This was especially true for economically disadvantaged students who made gains on ISIP/DIBELS (+2), *MY Access!* writing (+0.1), and MontCAS assessments (+1) and American Indian students who made gains on ISIP/DIBELS (+5), *MY Access!* writing (+0.2), and ACT (+0.6) assessments, but experienced losses according to the MontCAS assessment (-2). Students eligible for special education

services and LEP students made gains according to ISIP/DIBELS analyses (+1 and +7, respectively), but experienced losses according to MontCAS analyses (-10.5 and -9.5 respectively).

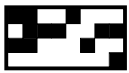
- **Goal 4:** To fully implement a data-based, decision-making process, to collect, analyze, and use high-quality data in a timely manner, to assess the effectiveness of the MT Literacy Plan in meeting the targets in Goal 3, both statewide and at the LEAs and Head Starts.
 - MSRP schools used multi-tiered systems of support and had systems in place for administering, collecting, disseminating and reviewing student-level data. Data use is prevalent; its frequency varies. Teachers adjusted their instruction based on data more frequently than their student groups. Use of grade-level teams was widespread, but not universal. Data were not on the agenda at every meeting, but at most. While many school staff members agreed that implementing a team approach to using data could improve student outcomes, fewer felt supported in having sufficient collaboration time to do so. These findings were especially true at the pre-kindergarten and elementary school levels, but less so at the middle/high school level.
- **Goal 5:** To decrease the percentage of participating high school students who drop out of high school and, therefore increase the graduation rate at all participating high schools.
 - One MSRP high school experienced declining dropout rates; half of the MSRP high schools experienced increasing graduation rates.

Recommendations

1. Continue to focus attention on implementation at MSRP middle and high schools. Progress was made in 2012–2013, but more growth needs to occur to pull these staff members up to implementation levels similar to that of pre-kindergarten and elementary schools.
2. Facilitate a conversation with preschool centers about pre-kindergarten ISIP data and/or center implementation to determine what might have contributed to the significant decrease in the percentage of children proficient on ISIP from fall 2012 to spring 2013. Incorporate findings into professional development in 2013–2014.
3. Facilitate a conversation with teachers and aides working with students eligible to receive special education services to determine what additional supports can be provided to these students to improve achievement.
4. Consult with teachers and aides working with LEP students to determine what additional supports can be provided to these students to improve achievement.
5. Work with elementary, middle, and high schools to develop and/or strengthen their transition programs.

6. Work with schools at all levels to involve community-based, public, and private organizations in literacy-based partnerships. Provide information about effective, evidence-based strategies for this work.
7. Continue to work with schools to ensure they are using evidence-based intervention programs and to align their curriculum and assessments to the MCCS. Investigate what additional resources teachers and aides feel they need to more fully implement their literacy and intervention programs.

Appendix



Draft

Montana Striving Readers Project (MSRP)

School Staff-Member Survey

Spring 2013

As you may know, your school is participating in the Montana Striving Readers Project (MSRP). This survey is part of an external evaluation of the MSRP and is a federal requirement. The Montana Office of Public Instruction (OPI) contracted with Education Northwest to conduct this evaluation. The purpose of the evaluation is to provide information to OPI and the U.S. Department of Education regarding implementation and impact of the grant in Montana schools. Information from this survey will also inform planning and implementation of the MSRP in 2013-2014.

This survey asks you about a variety of aspects related to the implementation of the MSRP in your school. It should take approximately 20 minutes to complete. There are no right or wrong answers. Your responses are confidential and will not be shared with other staff members at your school, district, or the state. All results will be aggregated when reported.

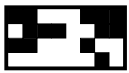
Please use a black pen or No. 2 pencil, fill in the bubbles completely (since your answers will be read by a scanner).

Please return your completed survey to Education Northwest 101 SW Main Suite 500, Portland OR 97204, in the envelope provided, by **April 27, 2013**. If you have questions, please contact Angela Roccograndi at 1-800-547-6339 x632 or angela.roccograndi@educationnorthwest.org.

SECTION I: YOUR OPINIONS

Please fill in the bubble in the column to the right of the statement that best indicates the extent to which you agree or disagree (select one)...

	Strongly Disagree	Disagree	Agree	Strongly Agree
My school is committed to providing professional development to support the Montana Striving Readers Project (MSRP).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My school has a system for collecting/storing student assessment data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have participated in ongoing professional development in literacy through the MSRP.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My school recognizes family and community members who volunteer here.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our MSRP Instructional Consultants (from Side by Side Consulting, SRI, or Cambium) have given me support and training to meet student literacy needs (group and in-class coaching).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My school has a system for disseminating student assessment data in a user-friendly manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My school honors the contributions of family members.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participating in the MSRP has been a valuable use of my time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using a team approach to make data-based decisions for students will increase student achievement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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Montana Striving Readers Project (MSRP)

School Staff-Member Survey

Spring 2013

	Strongly Disagree	Disagree	Agree	Strongly Agree
My school invites families to participate in instructional decision making/problem solving.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The MSRP will be effective for students who are reading below grade level.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My school has a system for administering student assessments on a regular basis.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The MSRP will be effective for American Indian students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My school is committed to providing collaboration time to support the MSRP.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am supported in decision making about instruction and classroom management.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am responsible for ensuring that all students in my school are successful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My school has a collaborative culture.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The MSRP is an effective process for providing literacy instruction and interventions to all students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My superintendent supports the MSRP.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My school has a system for disseminating student assessment data in a timely manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am pleased that my school is part of the MSRP.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My school has committed the resources necessary to successfully implement the MSRP.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participation in the MSRP has given me additional skills to meet student literacy needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My school communicates with families in meaningful ways.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have participated in high-quality professional development in literacy through the MSRP.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My principal supports the MSRP.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All students in my school can be successful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My school collaborates with community partnerships to support literacy development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>





Montana Striving Readers Project (MSRP)

School Staff-Member Survey

Spring 2013



	Strongly Disagree	Disagree	Agree	Strongly Agree
My school has a system for supporting families when their children transition into and out of my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My school honors the traditions of community members.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am supported in accessing, interpreting, and/or using student assessment data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My school invites families to participate in literacy activities/events.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe in the philosophy and approach of the MSRP.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The teacher reflection/portfolio development process has moved my literacy instruction forward.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This year, MSRP professional development was linked to student literacy needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My school has a process for regularly reviewing student assessment data and monitoring student progress.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My school uses a multi-tiered system of support for students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly Disagree	Disagree	Agree	Strongly Agree	NA
My school has literacy partnerships with the public/private sector to support student readiness for middle/high school/college/careers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SECTION II: PROFESSIONAL DEVELOPMENT

Review the following list of MSRP-related professional development topics.

If you received professional development in the topic this school year (2012-2013), fill in the bubble in the "Yes" column. If you think the topic area should be a priority for professional development next year (2013-2014), fill in the bubble in the "Priority" column. You may leave items blank if neither applies.

	Yes	Priority
Montana Common Core Standards (MCCS) for English Language Arts and Literacy	<input type="radio"/>	<input type="radio"/>
Literacy MCCS Resources	<input type="radio"/>	<input type="radio"/>
Montana Early Learning Guidelines	<input type="radio"/>	<input type="radio"/>
Aligning curriculum with MCCS for English Language Arts and Literacy	<input type="radio"/>	<input type="radio"/>
Aligning curriculum with Montana Early Learning Guidelines	<input type="radio"/>	<input type="radio"/>
Montana Literacy Plan	<input type="radio"/>	<input type="radio"/>



Draft

Montana Striving Readers Project (MSRP)
School Staff-Member Survey
Spring 2013

	Yes	Priority
Purpose and uses of screening assessments	<input type="radio"/>	<input type="radio"/>
Purpose and uses of progress-monitoring assessments	<input type="radio"/>	<input type="radio"/>
Purpose and uses of diagnostic assessments	<input type="radio"/>	<input type="radio"/>
Purpose and uses of outcome assessments	<input type="radio"/>	<input type="radio"/>
Using student-level data to make instructional decisions	<input type="radio"/>	<input type="radio"/>
Differentiating instruction to meet the needs of students	<input type="radio"/>	<input type="radio"/>
Using my school's evidence-based literacy program(s)	<input type="radio"/>	<input type="radio"/>
Using my school's evidence-based literacy intervention programs	<input type="radio"/>	<input type="radio"/>
Vocabulary/oral language development	<input type="radio"/>	<input type="radio"/>
Listening comprehension	<input type="radio"/>	<input type="radio"/>
Phonological awareness	<input type="radio"/>	<input type="radio"/>
Phonemic awareness	<input type="radio"/>	<input type="radio"/>
Alphabet knowledge	<input type="radio"/>	<input type="radio"/>
Phonics	<input type="radio"/>	<input type="radio"/>
Multisyllabic words	<input type="radio"/>	<input type="radio"/>
Fluency	<input type="radio"/>	<input type="radio"/>
Vocabulary	<input type="radio"/>	<input type="radio"/>
Comprehension	<input type="radio"/>	<input type="radio"/>
Emergent writing	<input type="radio"/>	<input type="radio"/>
Writing	<input type="radio"/>	<input type="radio"/>
CRISS	<input type="radio"/>	<input type="radio"/>
Using Core Sourcebook/Core Big Ideas/Course and/or Unit Organizers	<input type="radio"/>	<input type="radio"/>
Motivation	<input type="radio"/>	<input type="radio"/>
Text-based collaborative learning	<input type="radio"/>	<input type="radio"/>
Using diverse texts	<input type="radio"/>	<input type="radio"/>



Montana Striving Readers Project (MSRP) **School Staff-Member Survey** **Spring 2013**

	Yes	Priority
Using technology as a component of literacy instruction	<input type="radio"/>	<input type="radio"/>
Using teacher-level (classroom/teacher observation/teacher reflection) data to make instructional decisions	<input type="radio"/>	<input type="radio"/>
Community Involvement	<input type="radio"/>	<input type="radio"/>
Family Involvement	<input type="radio"/>	<input type="radio"/>
Dialogic Reading	<input type="radio"/>	<input type="radio"/>
Kindergarten Transition	<input type="radio"/>	<input type="radio"/>
Instructional Coaching	<input type="radio"/>	<input type="radio"/>
Instructional Rounds	<input type="radio"/>	<input type="radio"/>
iWalkthrough	<input type="radio"/>	<input type="radio"/>
Continuous Improvement Cycle	<input type="radio"/>	<input type="radio"/>
Using MSRP Self-Assessment data	<input type="radio"/>	<input type="radio"/>
Using MT Response to Intervention (RTI) data	<input type="radio"/>	<input type="radio"/>

SECTION III: MSRP ON-SITE LEADERSHIP IMPLEMENTATION TEAM MEMBERS **IF YOU ARE NOT A TEAM MEMBER, SKIP TO SECTION IV**

Please respond by filling in the bubble under the "Yes" or "No" option to the right of the statement.

	Yes	No
I am a member of my school's MSRP on-site leadership implementation team.	<input type="radio"/>	<input type="radio"/>
I attended the MSRP statewide meeting in Helena in October 2012.	<input type="radio"/>	<input type="radio"/>
I attended the optional MSRP statewide meeting in Helena in December 2012.	<input type="radio"/>	<input type="radio"/>
I attended the MSRP statewide meeting in Helena in February 2013.	<input type="radio"/>	<input type="radio"/>

Montana Striving Readers Project (MSRP)

School Staff-Member Survey

Spring 2013

Select one option to the right of the statement that best indicates the extent to which you agree or disagree.

	Strongly Disagree	Disagree	Agree	Strongly Agree
Our OPI Implementation Team members have provided our on-site leadership implementation team with support and training to meet the needs of our students in literacy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our MSRP Instructional Consultants have provided our on-site leadership implementation team with support and training to meet the needs of our students in literacy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Generally, how many days per month are you visited by your (select one)...

OPI Implementation Team members ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6+

MSRP Instructional Consultants ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6+

Our on-site leadership implementation team meets (select one)...

☐ Once a week ☐ Every other month ☐ At least once a year

☐ Every other week ☐ Quarterly ☐ Never

☐ At least once a month ☐ At least twice a year ☐ I don't know

What activities does the on-site leadership implementation team engage in (mark all that apply)?

- ☐ Schoolwide data discussions
- ☐ Grade-level data discussions
- ☐ Subgroup data discussions
- ☐ Reviewing MSRP self-assessment data
- ☐ Reviewing MT (Response to Intervention) RTI data
- ☐ Developing action plans (activities, responsibilities, timelines)
- ☐ Developing professional development plans
- ☐ Monitoring implementation of action plans
- ☐ Monitoring progress in achieving MSRP literacy plan goals
- ☐ Monitoring the impact of the plan
- ☐ Coordinating MSRP and other federal, state, and local funds that our school receives
- ☐ Coordinating MSRP with other complimentary school/district initiatives



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**Montana Striving Readers Project (MSRP)
School Staff-Member Survey
Spring 2013**

SECTION IV: MSRP ON-SITE LEADERSHIP IMPLEMENTATION TEAM ACTIVITIES

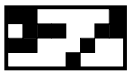
Please respond by filling in the bubble in the column of the "Yes," "No," or "I don't know" option to the right of the statement.

	Yes	No	I don't know
My school has a MSRP on-site leadership implementation team.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our school/the on-site leadership implementation team analyzes data from a variety of sources to identify literacy needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our school has a MSRP school literacy plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand the critical components of my school's MSRP literacy plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand the goals of my school's MSRP literacy plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I support the goals of my school's MSRP literacy plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I receive regular updates, through a variety of means, on our attainment of my school's MSRP literacy plan's goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**SECTION V: INSTRUCTION
IF YOU DO NOT PROVIDE INSTRUCTION, SKIP TO SECTION VI**

Please respond by filling in the bubble to the right of the statement that best indicates the extent to which you agree or disagree... (select one).

	Strongly Disagree	Disagree	Agree	Strongly Agree	NA
I use evidence-based literacy programs/practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
I have the resources I need to successfully implement core literacy programs/practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I use evidence-based literacy intervention programs/practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have the resources I need to successfully implement intervention programs/practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our curriculum is aligned to the MCCS for English Language Arts and Literacy or Montana Early Learning Guidelines.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
I provide differentiated small group instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
I ensure my strategic students receive instructional interventions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I ensure my intensive students receive instructional interventions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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Montana Striving Readers Project (MSRP)
School Staff-Member Survey
Spring 2013

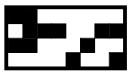
	Strongly Disagree	Disagree	Agree	Strongly Agree
I embed explicit literacy instruction across the curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I embed culturally responsive (IEFA) strategies in my instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I use technology as a component of literacy instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I use <i>Positive Behavior Support</i> classroom management and engagement strategies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have access to a system of instructional support such as observations, coaching, mentoring, or problem solving.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our school's use of collaborative problem solving has improved student performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our MSRP Instructional Consultants have provided me with support and training to help meet my needs as a teacher whose students engage in reading and writing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participation in the MSRP has improved student performance in literacy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How many days/week do you provide instruction in the following subjects and for how many minutes? If you do not teach a particular subject, mark NA.

	NA	Days per week					Minutes per day						
		1	2	3	4	5	15-30	31-45	46-60	61-75	76-90	91+	
Reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Reading in Social Studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Writing in Social Studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Reading in Science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Writing in Science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Reading in English/Language Arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Writing in English/Language Arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Reading interventions (outside of core instruction)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Writing interventions (outside of core instruction)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

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Montana Striving Readers Project (MSRP)
School Staff-Member Survey
Spring 2013

Please respond by filling in the bubble to the right of the statement that best indicates the amount of time you have been provided for the following activities (select one).

	Too little	Just enough	Too much
This school year (2012-2013), participation in professional development focused on literacy achievement and effective literacy instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This school year (2012-2013), collaboration with my colleagues to improve literacy achievement and instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please respond by filling in the bubble to the right of the statement that best indicates the frequency with which the following activities have occurred this school year.

	Daily	Weekly	Bi-weekly	Monthly	Bi-monthly	Once	Never
My principal walked through my classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I used data from screening assessments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I used data from progress-monitoring assessments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I used data from diagnostic assessments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I used data from outcome assessments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My grade-level teacher team met.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My grade-level teacher team discussed data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I adjusted my instruction based on data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I adjusted my student groups based on data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Montana Striving Readers Project (MSRP) School Staff-Member Survey Spring 2013



On average, how long are your grade-level teacher team meetings? (Write number and fill in bubbles. If less than 100 minutes, first digit should be zero.)

	<input type="text"/>	<input type="text"/>	<input type="text"/>	minutes
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
7	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
8	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
9	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
0	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

☐ We don't have grade-level teacher teams.

SECTION VI: MSRP Self-assessment process

Your school's MSRP On-site Leadership Implementation Team regularly engages in a self-assessment process related to the seven areas described below. Read the following descriptions and decide how descriptive each is to your school in fall 2011 and spring 2013.

Leadership: My school's administration communicates a shared responsibility for student literacy outcomes and engages and fiscally supports the school community in a continuous literacy improvement effort. An administration-led literacy leadership team supports and monitors literacy instruction and intervention efforts and goals; analyzes data from a variety of sources; and makes decisions about professional development, instruction, and interventions based on those analyses. Collaboration time is provided and facilitated for staff members to improve literacy achievement and effective literacy instruction.

	Not at all descriptive of my school				Very descriptive of my school
Fall 2011	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
Spring 2013	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5

Standards: Instructional staff members in my school understand the Montana Early Learning Guidelines and/or the Montana Common Core Standards and our school's scope and sequence, curriculum, instructional materials, and assessments are completely aligned to them. Evidence-based practices and a pacing guide are used to deliver horizontally and vertically aligned curriculum and assessments. Assessment results from a variety of sources are analyzed and used to make systemic changes to the curriculum.

	Not at all descriptive of my school				Very descriptive of my school
Fall 2011	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
Spring 2013	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5



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Montana Striving Readers Project (MSRP)

School Staff-Member Survey

Spring 2013



Instruction and Interventions: Our school's instructional materials and content are aligned to the Montana Early Learning Guidelines and/or the Montana Common Core Standards and include explicit and systematic instruction in reading, writing, listening, and speaking in all content areas. In the primary grades, a minimum of 90 minutes of Tier I literacy instruction is provided and/or in the secondary grades literacy strategies are used across all subject areas. Additional intensive intervention time is provided to Tier II/III students. Instruction is clearly defined and implemented with fidelity. Instructional materials, including technology, are available for all instruction and interventions.

	Not at all descriptive of my school				Very descriptive of my school
Fall 2011	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
Spring 2013	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5

Assessment and Data-based decision Making: Our school's assessment tools-formative and summative-and procedures are aligned to the Montana Early Learning Guidelines and/or the Montana Common Core Standards. Procedures exist to ensure assessments are administered in a valid and reliable way. A data collection system is available and support is provided so instructional staff can access it; data are disaggregated by subgroup and provided to instructional staff in a user-friendly and timely manner. Teams regularly meet to discuss data and use specific processes for its examination to make instructional, intervention, and programmatic decisions.

	Not at all descriptive of my school				Very descriptive of my school
Fall 2011	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
Spring 2013	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5

Professional Development: Professional development is aligned to the Montana Early Learning Guidelines and/or the Montana Common Core Standards, involves all staff, and includes explicit and systematic instruction in reading, writing, listening, and speaking. Professional development is on-going, job-embedded, and reflective of students and instructional staff members' needs. Structures are in place for new and existing staff to grow professionally.

	Not at all descriptive of my school				Very descriptive of my school
Fall 2011	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
Spring 2013	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5

System-wide Commitment: Leaders from early childhood to higher education and from community-based and collaborative partnerships set measurable goals for systemic academic achievement. My school/district's leaders annually monitor our progress in attaining them. Common learning opportunities are provided to ensure students transition smoothly from literacy instruction from teacher to teacher, grade to grade, and school to school. As students' transition communication about their assessments and needs are shared.

	Not at all descriptive of my school				Very descriptive of my school
Fall 2011	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
Spring 2013	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5

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Montana Striving Readers Project (MSRP)

School Staff-Member Survey

Spring 2013

Community and Family Involvement: My school's administration communicates literacy goals and expectations to stakeholders and collaborates to meet desired outcomes and support transitions from one literacy setting to the next. Parents, families, and community members are engaged as partners in ways that are culturally and linguistically sensitive and are welcomed as and recognized as volunteers. Parents/families are aware of the literacy expectations in the Montana Early Learning Guidelines and/or the Montana Common Core Standards; all families receive reports of student literacy progress 3 times a year and Tier II/III students' families receive such progress updates at least 6 times a year. A coordinated system of support links families and the local community resources to support the achievement of literacy skills for career and college readiness.

Not at all descriptive
of my school

Very descriptive of
my school

Fall 2011

☐ 1☐ 2☐ 3☐ 4☐ 5

Spring 2013

☐ 1☐ 2☐ 3☐ 4☐ 5

SECTION VII: PRINCIPAL WALKTHROUGHS

IF YOU ARE NOT A PRINCIPAL, SKIP TO SECTION VIII

How many years have you been center director/principal at this school? (Write number and fill in bubbles. If less than 10, first digit should be zero.)

- 1 ☐ ☐
2 ☐ ☐
3 ☐ ☐
4 ☐ ☐
5 ☐ ☐
6 ☐ ☐
7 ☐ ☐
8 ☐ ☐
9 ☐ ☐
0 ☐ ☐

How many instructional staff members in your building received this survey? (Write number and fill in bubbles. If less than 10, first digit should be zero.)

- 1 ☐ ☐ ☐
2 ☐ ☐ ☐
3 ☐ ☐ ☐
4 ☐ ☐ ☐
5 ☐ ☐ ☐
6 ☐ ☐ ☐
7 ☐ ☐ ☐
8 ☐ ☐ ☐
9 ☐ ☐ ☐
0 ☐ ☐ ☐

How many instructional assistants in your building received this survey? (Write number and fill in bubbles. If less than 10, first digit should be zero.)

- 1 ☐ ☐ ☐
2 ☐ ☐ ☐
3 ☐ ☐ ☐
4 ☐ ☐ ☐
5 ☐ ☐ ☐
6 ☐ ☐ ☐
7 ☐ ☐ ☐
8 ☐ ☐ ☐
9 ☐ ☐ ☐
0 ☐ ☐ ☐

How many instructional staff members are in your building? (Write number and fill in bubbles. If less than 100 minutes, first digit should be zero.)

- 1 ☐ ☐ ☐
2 ☐ ☐ ☐
3 ☐ ☐ ☐
4 ☐ ☐ ☐
5 ☐ ☐ ☐
6 ☐ ☐ ☐
7 ☐ ☐ ☐
8 ☐ ☐ ☐
9 ☐ ☐ ☐
0 ☐ ☐ ☐

How many instructional staff members did you observe last week by conducting a walk through? (Write number and fill in bubbles. If less than 100 minutes, first digit should be zero.)

- 1 ☐ ☐ ☐
2 ☐ ☐ ☐
3 ☐ ☐ ☐
4 ☐ ☐ ☐
5 ☐ ☐ ☐
6 ☐ ☐ ☐
7 ☐ ☐ ☐
8 ☐ ☐ ☐
9 ☐ ☐ ☐
0 ☐ ☐ ☐

On average, how many instructional staff members did you observe weekly in walk throughs this school year? (Write number and fill in bubbles. If less than 100 minutes, first digit should be zero.)

- 1 ☐ ☐ ☐
2 ☐ ☐ ☐
3 ☐ ☐ ☐
4 ☐ ☐ ☐
5 ☐ ☐ ☐
6 ☐ ☐ ☐
7 ☐ ☐ ☐
8 ☐ ☐ ☐
9 ☐ ☐ ☐
0 ☐ ☐ ☐

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Montana Striving Readers Project (MSRP) School Staff-Member Survey Spring 2013

SECTION VII continued : PRINCIPAL WALKTHROUGHS **IF YOU ARE NOT A PRINCIPAL, SKIP TO SECTION VII**

When conducting walk throughs of instructional classrooms, how often do you use iWalkthrough?

- ☐ Never/rarely
 ☐ Sometimes
 ☐ Half the time
☐ More often than not
 ☐ Almost always/always

How useful are the data that iWalkthrough provides?

- ☐ Not useful
 ☐ Somewhat useful
 ☐ Useful
 ☐ Very Useful

Participation in the MSRP has improved student performance in literacy.

- ☐ Strongly Disagree
 ☐ Disagree
 ☐ Agree
 ☐ Strongly Agree

SECTION VIII: DEMOGRAPHICS

What grade level do you teach/support (mark all that apply)?

- ☐ Preschool
 ☐ Grade 3
 ☐ Grade 7
 ☐ Grade 11
☐ Kindergarten
 ☐ Grade 4
 ☐ Grade 8
 ☐ Grade 12
☐ Grade 1
 ☐ Grade 5
 ☐ Grade 9
☐ Grade 2
 ☐ Grade 6
 ☐ Grade 10

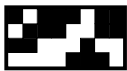
What subjects do you teach (mark all that apply)?

- ☐ Preschool/kindergarten readiness
 ☐ Foreign Language
☐ Language Arts
 ☐ Specials (music, art, PE, library)
☐ Math
 ☐ Other: _____
☐ Science
 ☐ I don't teach
☐ Social Studies (History, Geography, Civics)

I am a/an... (select one)

- ☐ Certificated teacher
 ☐ Principal
☐ Instructional assistant/para-professional
 ☐ Vice principal
☐ Instructional coach/facilitator
 ☐ Other administrative staff
☐ Specialist (O/PT, SLP, etc...)
 ☐ Other: _____





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Montana Striving Readers Project (MSRP) School Staff-Member Survey Spring 2013



How many years have you worked at this school? (Write number and fill in bubbles.)

- 1 ○ ○
- 2 ○ ○
- 3 ○ ○
- 4 ○ ○
- 5 ○ ○
- 6 ○ ○
- 7 ○ ○
- 8 ○ ○
- 9 ○ ○
- 0 ○ ○

How many years have you worked in education? (Write number and fill in bubbles.)

- 1 ○ ○
- 2 ○ ○
- 3 ○ ○
- 4 ○ ○
- 5 ○ ○
- 6 ○ ○
- 7 ○ ○
- 8 ○ ○
- 9 ○ ○
- 0 ○ ○

If you have any additional comments about participating in the MSRP, please add them here:

**Thank you for completing the survey. Your participation is appreciated.
Have a nice summer break.**



	1	2	3	4	5	6	7	8	9	0
<input type="text"/>	○	○	○	○	○	○	○	○	○	○
<input type="text"/>	○	○	○	○	○	○	○	○	○	○
<input type="text"/>	○	○	○	○	○	○	○	○	○	○

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